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AN ENQUIRY REGARDING THE NATURE AND ROLE OF THE NOVELS
PRESCRIBED FOR STUDY IN THE HIGH SCHOOLS
OF BRITISH COLUMBIA 1871-1967

by



LEON CHARLES MENDOZA

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

DIVISION OF SECONDARY EDUCATION

EDMONTON, ALBERTA

OCTOBER, 1967

UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "An Enquiry Regarding the Nature and Role of the Novels Prescribed for Study in the High Schools of British Columbia, 1871-1967," submitted by Leon Charles Mendoza in partial fulfilment of the requirements for the degree of Master of Education.

THE UNIVERSITY OF CHICAGO
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The following report was prepared by
the author for the purpose of
providing information on the
results of the work done during
the period from January 1, 1968
to December 31, 1968. The
work was done in the
Department of Chemistry,
University of Chicago,
Chicago, Illinois 60637.

ABSTRACT

This thesis undertook to investigate two problems:

1. To determine what novels have been prescribed for study in the high school English literature courses in British Columbia in the period from 1871 to 1967;
2. To determine, where possible, what factors have influenced the selection of these novels over this period.

The principal source of information has been the records of the Curriculum Division of the Department of Education in Victoria.

The evidence of this study regarding the first problem is that the novel was introduced into the British Columbia high school literature program in 1902 when Silas Marner, Henry Esmond, and Ivanhoe were studied in the senior grade. The novel has continued to play some part in the high school literature courses since that time, although for a period of approximately thirty years it was absent from the syllabus of the senior high school grades.

In regard to the second problem, this enquiry was not completely successful. For the major period from 1902 to 1962 few specific statements were found which explained why particular novels were selected for study. However, with the creation of the Secondary English Revision

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Committee in 1960, more evidence became available. From this evidence--mainly in the form of revision committee meeting minutes and reports--this researcher has been able to identify those criteria which commended a novel for class study.

The principal conclusions of this thesis are concerned with the changing role of the novel for class study over the past sixty-five years; the changing nature of novels prescribed; and the changing approaches to the task of revising high school English courses.

From this study, the interested reader will gain some insight into the aims of literary study and the major literary selections prescribed as a reflection of those aims over this period. He will also, it is hoped, be able to reach some tentative conclusions regarding effective practices in English curriculum development.

DEDICATION

To Carl and Rita who at a very tender age learned what a thesis is and how to play elsewhere.

"Soap and education are not as sudden
as a massacre, but they are more deadly
in the long run."

- Mark Twain.

ACKNOWLEDGEMENTS

No study of a historical nature has ever been conceived nor executed in a vacuum. For their willingness to assist in filling many gaps in historical background, I wish to thank sincerely Mrs. Muriel Scace and Mr. Ian F. Douglas who shared their understanding of many aspects of this survey which were beyond my time as a teacher. For making the records of the B.C. Teachers' Federation available and ably clearing away so many tangled threads of committee minutes, I am indebted to Mr. John Church, Assistant Director of Professional Development.

Aware of the heavy demands on his time and limited facilities, I owe a very large debt of thanks to Mr. John R. Meredith, Assistant Superintendent of Education (Instruction) and Director of Curriculum for his many courtesies during the period of investigation through the files of his Division and for the explanations which have given these records meaning.

To the many high school English teachers of the province who, perhaps unwittingly, provided useful commentaries at workshops and seminars I am very thankful.

Finally, to Dr. E.W. Buxton who thoughtfully and skilfully piloted this study to a conclusion, I am deeply indebted for his patience, encouragement and knowledge.

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CHAPTER I

THE NATURE OF THIS STUDY AND ITS RESEARCH PROCEDURES

In September, 1962, a new English course was introduced into grade eight of British Columbia high schools. Since that time the English courses of grades nine, ten, and eleven have been completely revised. The grade twelve revision will have been completed by September, 1967.

One feature of these new courses which has been noted is the increased emphasis placed on the study of the novel in the high school years. Whereas, immediately prior to 1962, there were three novels prescribed for study in grades eight to twelve inclusive, there are now twenty-eight novels in these grades.¹ A second feature is the attention given to contemporary novels. Without exception all the novels that had been prescribed for study in the high schools of British Columbia in 1960 had been written before the turn of this century.

These two cursory observations led to a more

¹B.C. Department of Education, Junior High School English, 7, 8, 10 (Victoria: Queen's Printer, 1959), pp. 35 and 59. [Kidnapped and Seeds of the Mighty were prescribed for study in grade nine. For grade eight, Moonfleet was prescribed for study while three titles: The Black Arrow, Ivanhoe, and Cricket on the Hearth were listed as supplementary texts.]

exhaustive enquiry into the role of the novel in the English literature program of British Columbia high schools.

I. THE NATURE OF THE STUDY

Statement of the problem. The primary purposes of this study were two-fold:

- (a) to determine what novels have been prescribed for study in the English program of British Columbia secondary schools since 1871 when British Columbia established its centralized provincial education system;
- (b) to determine, where possible, what factors have influenced the selection of these novels and what patterns are discernible from these selections.

This study was undertaken with the expectation that by tracing the development of the secondary English literature program through its many revisions, the investigator would accomplish three things. First, he would consolidate into one narrative a statement of what novels have been prescribed for study since the first high school was established in British Columbia in 1876. Inasmuch as these selections have been prescribed from time to time in a series of official publications since the turn of the century, there is at the present time no coherent survey of this information. Secondly, from this historical record the writer would be able to determine whether or not there

is any discernible pattern to the selection of novels which have been prescribed for class study. Thirdly, it was hoped that this review would reveal some of the factors which have influenced the choice of novels in any particular grade or which account for the complete absence of the novel from some of the senior grades for many years.

Significance of the study. A thorough check of the records in the Department of Education, Victoria, reveals that there is at the present time no coherent review of what novels have been studied in the high schools of British Columbia. All revisions, new textbook authorizations, and changes in aims and philosophy are promulgated by the Department in a variety of Programmes of Studies which encompass a wide range of subjects and courses for a series of grades as these courses prevail at any one time. An examination of all these general curriculum guides fails to reveal any line of continuity in the development of any one subject. Such programs of studies show only the end products of deliberations and indicate very little of the rationale behind the prescriptions of texts, or the process and criteria of text selection.

This study attempted to fill this gap by establishing for each secondary grade the continuity that may exist in the prescription of novels from one English course to

its revised successor. It likewise tried to reflect the changing aims of teaching prose literature and to determine what factors have influenced these changes in aims, content and organization of the literature program and specifically the selection of novels in that program.

Limits of this study. This study investigated the English prose literature programs of British Columbia high schools from their inception in 1876 to 1967. Since the specific purpose of this study was to determine what novels have been prescribed for study in the British Columbia high school English program, references to other genre and composition have been made only as they were affected by or influenced the prescription of novels. It became immediately apparent that discussion of the novels prescribed for study without reference to poetry, drama and composition would be meaningless. Especially is this true when many of the literary works first introduced into the high school program were used primarily as sources of composition work.

An important limitation on the scope of this study is that no attention has been given to either the teaching nor the testing of the novel in the classroom. It will be readily conceded that these two matters are of paramount importance in the educational framework of the schools.

But this study was limited to identifying what novels have been prescribed for study by the Department of Education. Since departmental examinations in English have been a constant factor in the high schools of British Columbia, passing reference to them has sometimes been unavoidable.

A second limitation of this enquiry concerns the various types of more or less specialized training introduced into the high school program. For a considerable period of time in the 1930's and 1940's students attending high school in British Columbia were offered a choice of programs leading to either university or normal school entrance, or to commercial, vocational, or domestic science qualifications in the senior high school grades. Inasmuch as the particular program followed by a student was determined more by his choice of electives than by the constants of which English was the leader, this study did not attempt to discriminate completely between the English prose literature offerings of these different programs. Rather, it focused more on the academic programs leading to university and normal school as being the standard high school courses for the academic student.

The third limitation of this study was imposed by the availability of material. For the greater part of this period under review no records were kept concerning the process of curriculum revision; generally, the only material

available is an official statement of the changes that will be instituted and the new texts that will be supplied. For this reason earlier programs can be only generally surveyed and inferences and implications can only be surmised from rather general observations of teachers, inspectors, and superintendents.

Detailed material continued to be limited until the most recent Secondary English Revision Committee was established in 1960 on instructions from the Department of Education. From the records of meetings of this committee, the interested observer is able to trace the development of terms of reference, to witness the changing attitudes of the members to the various aspects of their responsibility, and to follow the process by which novels and other texts were selected.

Consequently the principal emphasis of this study in regard to the process of revision, the formulation of attitudes, and the identification of influences will lie in this latter period. This is perhaps as it should be for this is the only revision which was, insofar as this investigator has been able to determine, deliberately undertaken with the intention of articulating as fully as possible the English program from Grade VIII to grade XII.

II. RESEARCH PROCEDURES

Sources of Data. Since the establishment of the public education system in British Columbia in 1871, the Superintendent of Education has written an annual report to the Minister. In addition to the usual management matters and financial statements, these reports also included periodic comments concerning the programs of studies and prescribed texts, and observations resulting from inspections of schools. These annual reports form the principal source of data for this enquiry. They were particularly useful for the early period 1871 to 1930 when few other publications contained curriculum matters.

After the turn of the century, the Department of Education periodically issued omnibus programs of studies in which the prescriptions for all courses and subjects, along with their authorized texts and suggested emphases, were outlined. These booklets and other printed material, such as administrative circulars, examination papers, prescribed book lists, of the curriculum division have also been used extensively.

In addition to this published material from the Department of Education, memos, minutes, records and other unpublished sources were examined to determine some of the factors which influenced the various revision committees in

their choices of novels. This material is available for only the relatively short period of 1955-1967 when new policies and attitudes regarding curriculum development were crystallized.

Also available for this short but intensive period of revision are records in the B.C. Teachers' Federation office. These proved very useful in revealing the role of teachers in determining the direction of curriculum development in recent years.

Treatment of data. The first step in processing all these data was to review briefly the early history and functions of the high schools in British Columbia in order to provide the initial concepts of secondary education. Then it was necessary to consider more specifically the stated aims of teaching literature, especially prose fiction, in the high schools from time to time. The third step was to determine what novels have been authorized for study in the high school English literature program for each grade during each period under review. Finally, for each period of study, an attempt has been made to determine what sort of progression is discernible from grade to grade in the selection of the prescribed novels.

Wherever records of revision committee proceedings have been maintained, the investigator has attempted to

reconstruct from this material the attitudes and policies of the committee to determine what factors influenced the committee's decisions. He examined the stated aims of each English course to ascertain what relationships can be established between them and the novels prescribed.

Justification for the procedure. There are three basic components of any plan which is intended to direct actions. First, there must be a purpose which may be embodied in a statement of aims and objectives. Then there is a description of the materials and activities deemed essential to achieve the stated aims. Finally, the material and activities are organized into some coherent pattern to assist in implementing the original purposes.

This study attempted to use these same three basic elements of curriculum design to examine the development of the secondary English literature program. It considered whatever aims and objectives are stated for teaching the novel in any grade. Then it examined the content of the course--that is, determined what novels were prescribed to achieve these aims. Finally, it attempted to determine what pattern is discernible, what progression is apparent, and what factors influenced the selection of novels to implement these aims.

Historical perspective. The investigator has

examined whatever evidence is available and from it has divided the ninety-five year period into what, to him, seemed to be meaningful units. These units of time were based on points of major changes either in school organization or English programs. Consequently, the following chapters deal generally with these periods: 1876-1900; 1900-1920; 1920-1928; 1928-1935; 1935-1945; 1945-1960; 1960-1967.

Each of these periods encompasses a particular aspect of change either in the broad educational foundation of the province, or in the narrower limits of instruction in high school English. The first period, 1876-1900, was the formative period of the secondary education system of the province. During this period, secondary schooling was directed primarily at the education of teachers. Thus, the curriculum of the high school provided a broad, liberal education rather than specific training.

After the turn of the century, the novel was introduced into the high school English curriculum, but the principal aim of secondary education remained unchanged. Between 1920 and 1925, the principles of high school education were the subject of an extensive enquiry. This enquiry resulted in a change of policy and a re-organization of the high school structure during the period 1920-1928.

These adjustments in policy and structure gave rise

to a period of experimentation and revision during the years of depression, 1928-1935. The following decade saw a liberalization of the high school program to reduce the academic emphasis that had favoured the university-bound student to the detriment of the vocationally inclined graduate.

The post-war period, 1945-1960, was one of stability and modest change culminating in a major inquiry which laid the ground-work for the revisions and re-adjustments which are nearing completion at the time of writing this study.

This writer is aware that another researcher might well justify different divisions based on different evidence. He is aware, too, that the nature of the study has obliged him to overlook many factors of curriculum development and many elements of high school English instruction. However, the rather limited perspective of this narrative serves the principal purpose of focusing attention on the novel as a vehicle of literary study in the secondary education of British Columbia.

It is noted in the introduction of the report that the
 present is a preliminary, and that the final report will
 be submitted in the near future. The present report
 is intended to show the progress of the work and
 to indicate the direction in which the work is being
 carried out.

Progress.

The present report is divided into two parts. The first
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Summary of the work done during the year.

CHAPTER II

REVIEW OF THE LITERATURE

"Instruction without Entertainment," wrote Samuel Richardson, "would have but few Readers. Instruction, Madam, is the Pill; Amusement is the Gilding. Writings that do not touch the Passions of the Light and Airy, will hardly ever touch the Heart."¹

The well-written novel is a double-feature in the literature course of the high school English program. Carefully selected and adroitly handled, the novel in the classroom will serve a student by engaging his imagination and heart with entertainment and by stimulating his mind to further thought. But these features will be present to a greater or lesser degree according to the care with which the novel for study has been selected.

A considerable body of literature is available regarding the nature of the novel, the selection of the novel for teaching, and the importance of the novel in the high school English literature program. This chapter will only suggest the scope and nature of this material as a background for this study. Needless to say, little has

¹Samuel Richardson, Letter to Lady Echlin, 22 September, 1755. Selected Letters of Samuel Richardson, John Carroll, editor (Oxford: Clarendon Press, 1964), p. 322.

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been written which applies specifically to the novel in the high school literature courses in British Columbia. But references to American attitudes and practices will be useful when it is realized that the programs of English in British Columbia high schools have paralleled or followed the norm of literature teaching in the United States.²

I. THE NATURE OF THE NOVEL

The novel has been variously described if not satisfactorily defined. Its range, scope, style and nature are so broad that any definition designed to embrace the total output of novelists is apt to fall short of precision by being either too specific or too general. Those who write and those who criticize this literary form provide the best starting point for an adequate description of what is meant by the term novel.

"A novel," wrote Hawthorne in the Preface to The House of the Seven Gables, "is presumed to aim at a very minute fidelity, not merely to the possible, but to the probable and ordinary course of man's experience." This is in part the same aim given by Aristotle in his distinction

²H.L. Campbell, Curriculum Trends in Canadian Education, Quance Lectures in Canadian Education (Toronto: W.J. Gage and Co., Ltd., (n.d.), 1952), pp. 30-31.

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between the functions of the historian and poet:

...It will be seen that the poet's function is to describe, not the thing that has happened, but a kind of thing that might happen, i.e., what is possible as being probable or necessary.³

By understanding Aristotle's "poet" to include the novelist and other writers of creative literature, one is led to observe that the universal element of the novel is truth. Henry James has suggested that "the only reason for the existence of the novel is that it does attempt to represent life."⁴ Then he went on to define the novel as follows:

A novel is in its broadest definition a personal, a direct impression of life: that, to begin with, constitutes its value, which is greater or less according to the intensity of the impression.⁵

While for James the novel was "the most magnificent form of art",⁶ for D.H. Lawrence, "the novel is the highest example of subtle inter-relatedness that man has ever discovered."⁷ The difficulty of definition and classification of the novel, for Lawrence, lies in its unique nature:

³ Aristotle, On the Art of Poetry, translated by Ingram Bywater (Oxford: Clarendon Press, 1920), p. C9

⁴ Henry James, "The Art of Fiction", The Future of the Novel (New York: Vintage Books, 1956), p. 5

⁵ Ibid., pp. 9-10

⁶ Ibid., p. 23

⁷ D.H. Lawrence, "Morality and the Novel", (1925); reprinted in Phoenix, 1936.

Everything is true in its own time, place, circumstance, and untrue outside its own place, time, circumstance. If you try to nail anything down in the novel, either it kills the novel, or the novel gets up and walks away with the nail.⁸

According to Van Meter Ames, "A novel is a way of life, and the best way is that leading to the fullest life. In the novel, as in the world, things are neither good nor bad in themselves, but are relative to minds."⁹ Carrying this relationship between literature and life a little further is Daiches when he writes, "Civilization is the attitudes and actions of people as the raw material out of which to construct the kind of pattern we call a novel. No other art does this quite so directly; not even other forms of literature."¹⁰

Without necessarily arriving at a commonly acceptable definition of what a novel is, writers enjoy a large measure of accord as to what they consider their principal purpose to be. Their primary aim is truth. "The business of the poet and novelist," wrote Hardy in his notebook, "is to show the sorriness underlying the grandest things, and

⁸Ibid.

⁹Van Meter Ames, Aesthetics of the Novel (Chicago: University of Chicago Press, 1928), p. 71.

¹⁰David Daiches, The Novel and the Modern World (Chicago: University of Chicago Press, 1939), p. 221

the grandeur underlying the sorriest things."¹¹ Conrad perceived his aim to be "by the power of the written word to make you feel--it is, before all, to make you see. That--and no more, and, it is everything."¹²

Finally, Henry James noted in his preface to The Portrait of a Lady (1881) that "the house of fiction has in short not one window, but a million--a number of possible windows not to be reckoned, rather" and that each novelist as a watcher at his window sees his sector of the world and life from a different vantage point and with a personal perspective that will result in a unique statement of what lies in view.

II. A FUNCTIONAL DEFINITION OF THE NOVEL

Notwithstanding the varieties of interpretations given by novelists to the products of their art, there is still a need to arrive at some working definition of the novel. This is not the place to become involved with the fine shades of the literary spectrum as defined by Northrop Frye. Those distinctions are better reserved for the scholastic and esoteric discussions of undergraduate and graduate seminars.

A simpler approach is needed for this study. The

¹¹Thomas Hardy, Notebook entry (19 April, 1885), from The Early Life of Thomas Hardy, 1840-1891 (1928), ch.xiii.

¹²Joseph Conrad, Preface to The Nigger of the Narcissus.

The present work, and the accompanying papers,

presented in the first part of the present work,

to which the present work is added, and

that—now in the hands of the reader.

Finally, the present work is added to the

present work, and the present work is added to the

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principal dichotomy of major prose fiction is made by considering the romance and the novel. An early descriptive definition of these two classes was given by Sir Walter Scott, a notable romanticist, in his "Essay on Romance" (1824):

[Romance is] a fictitious narrative in prose or verse: the interest of which turns upon marvellous and uncommon incidents. [A novel is] a fictitious narrative, differing from the Romance, because the events are accommodated to the ordinary train of human events, and the modern state of society.

This division is useful as a general description of classes of prose fiction. But for a study concerned with prose fiction as opposed to drama or poetry in the classroom the discrimination is questionable. Especially is this true when one recognizes that teachers are not immediately concerned, especially in the lower high school grades, with demonstrating the qualities of realism and/or romanticism when teaching a novel in class. What is needed here is a broad definition of the novel which will encompass these two qualities and will focus on the form of the novel.

For this purpose, the following simple definition has been considered the most functional:

A novel is the form of written prose narrative of considerable length involving the reader in an imagined real world which is new because it has

attention should be given to the
the library and the books. The only
reference to these two things was given by the
author, a woman's name, in the title of the book.

(17547)

The book is a collection of stories
and is written by a woman. The stories
are written in a simple and easy-to-read
style. The book is written in English and
is a collection of stories. The stories are
written in a simple and easy-to-read style.

This book is written by a woman and is
a collection of stories. The stories are
written in a simple and easy-to-read style.
The book is written in English and is a
collection of stories. The stories are
written in a simple and easy-to-read style.
The book is written in English and is a
collection of stories. The stories are
written in a simple and easy-to-read style.
The book is written in English and is a
collection of stories. The stories are
written in a simple and easy-to-read style.
The book is written in English and is a
collection of stories. The stories are
written in a simple and easy-to-read style.

17547

The book is written by a woman and is
a collection of stories. The stories are
written in a simple and easy-to-read style.

A novel is the story of a woman's life.
The book is written in English and is a
collection of stories. The stories are
written in a simple and easy-to-read style.

been created by the author.¹³

It was anticipated that such a general definition would embrace all the major prose fiction selections prescribed during the period under investigation in this study. Thus "novel" will include both Scott's romance and his novel, and free the terms "romantic" and "realistic" to be used descriptively in any discussion of selections as divergent in content as Ivanhoe and Typhoon.

III. THE PURPOSE OF LITERARY STUDY

Novelists are in general agreement regarding their purpose and the nature of their work. The most important aim of all good fiction writers is to "get at the truth" of their subject even though no two writers will necessarily agree as to what that truth is. If each is watching from his own window his view of reality and truth will be unique.

The purpose of literary study is to become aware of the truth. "The essential function of literature," said Samuel Johnson, "is to teach the art of living." Arnold Bennett was more specific when he said:

The aim of literary study is not to amuse the hours of leisure; it is to awake oneself, it is to be alive,

¹³Katherine Lever, The Novelist and the Reader (Methuen and Co., Ltd., 1961), p. 16.

been covered by the system.

It was recommended that such a general application

should be made to the whole of the system.

It was suggested that the system should be made

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to intensify one's capacity for pleasure, for sympathy, and for comprehension. It is to change utterly one's relation with the world.¹⁴

"The aim being to know ourselves and the world," wrote Matthew Arnold, "we have, as the means to this end, to know the best which has been thought and said in the world."¹⁵ If what the novelists say about their craft--that they aim to unveil the truth of man and his world--is true, then the novel is a fruitful possibility for determining the best that has been thought and said in the world. The novel has become over the past sixty to seventy-five years a recognized vehicle for literary and social instruction in the English classroom.

One of the primary purposes for the novel in the high school curriculum is to provide the student with something valuable to read and to think about. But this purpose can be achieved by means of history books, political tracts and science reports. The novel, being but a part of literature, provides less information about and more insight into the nature of man and his world. "Ethical science," said Shelley in A Defence of Poetry, "arranges the elements which poetry has created....The great instrument of moral good is

¹⁴Arnold Bennett, Literary Taste and How to Form It (New York: Doubleday, Doran (n.d.)), p. 12

¹⁵Matthew Arnold, "Literature and Science," Discourses in America (1885).

the imagination; and poetry administers to the effect by acting upon the cause." Such a view suggests that there are ethical and moral values in the study of literature.

The novel appeals more to the imagination, that "great instrument of moral good," than to any other element in the reader. "Whether students read for information, ideas, or enjoyment, the study of literature must involve their minds and their hearts."¹⁶ "The novel," exclaims Dr. R.G. Baldwin, "is the greatest of modern art forms. That, surely, is beyond dispute."¹⁷

The value of the novel lies in this. As the greatest modern art form, as a verbal expression of man's knowledge, experience, perceptions, insights, and imaginations it is worthy of close study. "...The way of literature is the internal way, and it is in literature and through literature, almost exclusively among secondary school subjects, that the student learns the humane approach to examining thought and action."¹⁸

¹⁶ National Council of Teachers of English, The English Language Arts in the Secondary School (New York: Appleton-Century-Crofts, Inc., 1956), p. 130.

¹⁷ Baldwin, "The Novel in the Senior Grades," The English Teacher [organ of the English Council of the Alberta Teachers' Association], vol. 2, no. 2 (June, 1962), p. 34.

¹⁸ Loban, Ryan, and Squire, Teaching Language and Literature, Grades 7-12 (New York: Harcourt, Brace and World, Inc., 1961), p. 275.

The importance of the study conducted by the author in
this field is not only in the fact that it is a study of the
history of the subject but also in the fact that it is a study of the
present state of the subject.

The study is divided into two parts. The first part is a
general introduction to the subject. The second part is a study of the
history of the subject.

In the first part, the author discusses the importance of the
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the author discusses the history of the subject from its earliest
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general introduction to the subject. The second part is a study of the
history of the subject.

¹ The author is indebted to the following persons for their
kindness in lending him the books and papers which he has
used in this study.

² The author is indebted to the following persons for their
kindness in lending him the books and papers which he has
used in this study.

³ The author is indebted to the following persons for their
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IV. THE NEED FOR THOUGHTFUL NOVEL SELECTION

Teachers of high school English have for a long time heard the criticism of their colleagues teaching freshman composition that high school graduates do not know how to write. The more recent criticism of the high school English curriculum is that, if students do know how to read, they soon lose interest in doing so. Elizabeth Rose pointed out in 1955 that three out of four American adults read no books at all; that only one out of four reads one book per year; and that only one out of a hundred adults reads as many as five books per year.¹⁹ In attempting to explain why, she suggests that aside from the fact that parents do not read to their children, teachers do not establish lifelong reading habits in young people. "The prescribed novels kill the individual interests of young readers by forcing them to accept ideas and ideals that are foreign to them."²⁰

After years of exposure to "the great classics of literature", five hundred students at Miami University listed the following titles in answer to the question, "What required reading in high school (book, play, or long poem)

¹⁹Elizabeth Rose, "Literature in the Junior High," The English Journal, XLIV (March, 1955), pp. 141-147

²⁰Ibid.

did you dislike most?"

Macbeth	A Tale of Two Cities
Silas Marner	The Rime of the Ancient Mariner
Julius Caesar	The Idylls of the King
Ivanhoe	The House of the Seven Gables
Hamlet	The Canterbury Tales ²¹

The reasons given by the students for their distaste of these selections reveal that 25 per cent claimed that too little explanation and discussion accompanied the selection; 16 per cent claimed that the selection was too advanced for their age group.²² Dr. Wagner concludes "that our present literature program is often merely a group of selections which the teacher enjoyed reading while in college." She suggests that conformity and uniformity of material has a deadening effect on students:

The objective which is assumed by some teachers of English, that of helping students to appreciate great literature, lacks significance unless some means can be found wherein the pupils will be able to find satisfaction and pleasure in their reading.²³

Logan reports that national polls on "The Most Boring Books I Have Ever Read" revealed that such traditional high-school classics as Ivanhoe, Silas Marner and Pilgrim's Progress were notable forerunners.²⁴ Logan

²¹Martha Wagner, "College Students Evaluate High School Readings," The English Journal, XLI (May, 1952), pp. 251-253.

²²Ibid.

²³Ibid., p. 252.

²⁴J.E. Logan, "Teaching Literature to the Illiterates," Clearing House, XXVI:5 (January, 1952), pp. 306-308.

concludes: "It would seem that the nation's English teachers have done a good job of getting the majority of American high-school students to hate the very books that traditionally they are supposed to love and cherish."²⁵ His view is supported by evidence given by Dr. Kellogg W. Hunt:

Several years ago a national magazine conducted a poll among the graduates of several universities to discover what novels were most disliked. The poll revealed that the novels most hated included Tom Jones, Pamela, Ivanhoe, Jane Eyre, Silas Marner, David Copperfield, Vanity Fair, and so on, down through the Forsyte Saga. The list of the most disliked novels was almost the same as a list of the greatest novels. The great novels were the ones hated because those were the novels required to be read.²⁶

Hunt concedes that this evidence is derived from college graduates. But he thinks that the problems of selection and presentation in the high school literature program are more acute because students are younger and less mature, and so more inclined to dislike a job as big and complex as reading a novel.²⁷

Finally, in discussing "The Fallacy of Free Reading" as an approach to literary appreciation, Bertha Handlan concluded that "the reading which students do on their own and the literature which they study in a classroom are so

²⁵ Ibid., p. 307.

²⁶ Kellogg W. Hunt, "Getting Into the Novel," The English Journal, L (December, 1961), pp. 601-606.

²⁷ Ibid., p. 601.

dimly related in form, interest, and level of maturity that the transfer from one to the other exists only in our minds, not the students'." ²⁸

V. CRITERIA OF SELECTION AND THIS STUDY

This evidence suggests that there is a need for establishing some criteria for determining what novels are best suited for use in literature study classes. Standards of selection have been described by many teachers and stress varying points of view. ²⁹ But all responsible writers urge that in selecting literature, especially novels, more attention than has been given in the past should be paid to the interests and capacities of the students who will be obliged to study the work. Hunt summarizes the general concensus as follows: In choosing a novel for students to read, the criterion should not be,

²⁸ Bertha Handlan, "The Fallacy of Free Reading" [a short report on the findings of the author's doctoral dissertation into "A Comparison of the Characteristics of Certain Adolescent Readers and the Qualities of the Books They Read" (University of Minnesota, 1945)], The English Journal, XXXV (April, 1946), p. 182.

²⁹ Robert Carlsen, "The Dimensions of Literature," The English Journal, XLI (April, 1952), pp. 179-186; J.N. Hook, The Teaching of High School English, second edition (New York: The Ronald Press Co., 1959), pp. 117-125; Walter Loban, Margaret Ryan, James R. Squire, Teaching Language and Literature, Grades 7-12 (New York: Harcourt Brace and World, Inc., 1961), pp. 277-280.

"Is this a good novel? but instead, Is it good for them? Notice the emphasis: not 'good for them,' but 'good for them.' Beware of the novel that is good, but not for them."³⁰

Considerable interest has been shown recently in the results of literature study in high schools and colleges. This interest has centred on the matters of selecting the most effective literary works at each grade level and of presenting the selections in the most effective manner.

Recognizing that the criteria of selection for novels have changed during the past sixty-five years and that the novels prescribed for study in the high schools of British Columbia would reflect both the aims and nature of literary study, the writer sought to determine not only what novels had been prescribed for study over this period, but also, where possible, what criteria were used in their selection.

³⁰Hunt, op. cit., p. 602; A valuable means of determining what is "good for them" is knowledge of reading interests at varying age levels. See: Dwight L. Burton, Literature Study in the High Schools (New York: Holt, Rinehart and Winston, 1960); N.S.S.E. 55th Yearbook, Part II, Adult Reading (1956); George W. Norvell, Reading Interests of Young People (Boston: D.C. Heath and Co., 1950) [junior and senior high school]; Elbert Lenrow, Reader's Guide to Prose Fiction (New York: Appleton-Century Croft Co., 1940); Arthur M. Jordan, Children's Interests in Reading (Chapel Hill: University of North Carolina Press, 1926) [elementary and junior high grades.]

Further, inasmuch as the British Columbia high school system was not conceived in a social or educational vacuum, the writer has surveyed briefly those factors which resulted in the introduction of the novel into the curricula of the high schools of New England and the Mid-West of the United States and of Eastern Canada. It was anticipated that practices in these regions would serve as a pattern for the literary studies undertaken in the first high school of British Columbia.

VI. THE INTRODUCTION OF THE NOVEL INTO THE HIGH SCHOOL CURRICULA

The introduction of the novel into the English program of North American high schools was prompted less by literary considerations than by practical concerns. But once the concept of studying literary masterpieces had been accepted, the novel assumed a more central position in the curriculum.

Prior to the American Civil War most of the literature taught in American high schools was of a patriotic, rhetorical nature. It was assigned to be declaimed, to train the reading voice, to develop a sense of oratory, and to instil a patriotic fervour and a sense of the grandeur

of the American scene.³¹ No attempt was made to include romantic fiction in the readers studied. "Tales of love have not gained admission....Nor is there to be found a word or a sentiment which would raise a blush on the cheek of modesty." Thus ran the Preface to Caleb Bingham's reader The Columbian Orator (1797)³²

Most of the anthologies were developed in New England with its Puritan, patriotic tradition and were carried westward with the settlers to the frontiers. Thus, the essential qualities of the literature studied in the schools built in the new territories reflected this non-imaginative, patriotic faith. These readers emphasized oral expression, declamation, the mechanics of oral reading--accent, gesture, inflection, voice--rather than literary appreciation. They aimed, too, at acquainting students with good, carefully selected literary extracts of speeches, essays, letters, long narrative poems--especially those of the romantic school--and scenes from Shakespeare's plays. But novels and complete masterpieces were not studied at this time.³³

³¹ Joseph Mersand, "The Teaching of Literature in American High Schools, 1865-1900," Perspectives on English, Robert C. Pooley (ed.) (New York: Appleton-Century-Crofts, Inc., 1960), p. 273.

³² Ibid.

³³ Ibid., p. 274; also Dora V. Smith, "The English Language Arts: A Link Between Yesterday and Tomorrow," The English Journal, Vol. XLII (February, 1953), pp. 72-79.

In the immediate post-Civil War years the emphasis of this limited literature program continued to be oral presentation, declamation and persuasive reading. In 1869-1870, Harvard University required that candidates for admission should be examined in oral reading. Julius Caesar and Milton's Comus were the works listed from which the reading was to be done.³⁴ This stress on oral reading in university entrance examinations was followed in 1873-1874 by a new focus. Concerned about the quality of the writing of its applicants, Harvard University in that year established its requirements for English Composition:

English Composition: Each candidate will be required to write a short English composition, correct in spelling, punctuation, grammar, and expression, the subject to be taken from such words [sic] of standard authors as shall be announced from time to time. The subject for 1874 will be taken from one of the following works: Shakespeare's Tempest, Julius Caesar, and Merchant of Venice; Goldsmith's Vicar of Wakefield; Scott's Ivanhoe and Lay of the Last Minstrel.³⁵

This first reference in an American university calendar to two novels which were later to become traditional material for class study made no mention of the literary appreciation nor understanding to be gained from them. Rather, the novels were used primarily as a means to

³⁴James Fleming Hosis, (compiler), Reorganization of English in Secondary Schools, Bulletin No. 2 (Washington: Government Printing Office, 1917), p. 12.

³⁵Ibid., p. 12

a more practical end--the improvement of the candidate's written expression.

The Commission of New England Colleges on Admission Examinations was established during this period, the 1870's, and undertook the task of formulating from year to year the requirements in English. The custom of prescribing certain masterpieces of English literature as the basis of tests in composition was adopted and became firmly established not only in New England but also in the Midwest and eastern Canada.³⁶

As might have been expected, this requirement that applicants for admission to Harvard and other colleges be prepared to write on a topic derived from the works of standard authors had its effects on the English programs of those schools which hoped to qualify their students for admission. Writing of Dr. Elmer E. Brown, who later was appointed U.S. Commissioner of Education, Mersand reported:

"It was not, however, until the colleges began to make definite demands in this field," [Brown] writes, "that the literary study of English masterpieces became at all general in the schools or took on a definite scholastic character."³⁷

Among the more literary of these "definite demands in this field" was made by Yale University in 1894. After

³⁶ Ibid.

³⁷ Mersand, op. cit., p. 278.

A more important and—this is important to the student's

experience is that

the student is not only a student but a person

and the student is not only a person but a student, and the

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some twenty years of the earlier policy of using "words of standard authors" as a means of testing a candidate's competence in written composition rather than as literature worthy of study in itself, Yale introduced questions on the knowledge of literary masterpieces for their own sake.

As in the case of policies and practices previously established by leading New England Universities, this practice of examining a student's knowledge of the literary merits of written works soon became more widespread. Generally, the texts prescribed for the admission examination still included American orations, Shakespeare, standard British poets--Scott, Milton, Coleridge, Wordsworth; British essayists--Macaulay, Carlyle, Ruskin and Southey; and American writers such as Longfellow, Lowell, Hawthorne, Irving, and Emerson.³⁸

But, also in this period of the mid 1890's the novel was introduced into the testing programs for university entrance: Eliot's Silas Marner, Dickens' David Copperfield, Hawthorne's House of the Seven Gables, Scott's Ivanhoe, and Goldsmith's Vicar of Wakefield were among the more frequently prescribed selections.³⁹

A general feeling of dissatisfaction on the part of

³⁸Mersand, op. cit., pp. 283-286.

³⁹Mersand, loc. cit.

junior colleges and preparatory schools as to what constituted suitable English preparation for university candidates led to the formation of several national study groups directed to make recommendations. The principal matter for consideration was the question of uniformity in college-entrance requirements in English. The Committee of Ten of the National Education Association made the following recommendations:

1. That any examination set should be based upon the reading of certain masterpieces of English literature
....
2. That certain of these books should be of a kind to be read by the candidate as literature; and that others--a limited number--should be carefully studied under the immediate direction of the teacher.
3. That each of the whole number of books should be representative, so far as possible, of a period, a tendency, or a type of literature; and that the whole number of works selected for any year should represent with as few gaps as possible, the course of English literature from the Elizabethan period to the present time.
4. That the candidate's proficiency in composition should be judged from his answers to the questions set, which should be so framed as to require answers of some length and to test his power of applying the principles of composition. ⁴⁰

These recommendations of the N.E.A. Committee of Ten introduced new concepts that were to persist for several decades. Among these were the two dimensions of literary study: the historical survey to cover the principal periods of literary history, and the literary survey

⁴⁰Hosic, op. cit., p. 13

to sample the major genres of literary forms. But in addition to these new concepts, the recommendations established as a general policy the study of literary masterpieces, including the novel, as a means of providing suitable subjects for written expression.

Secondly, these recommendations led to the formation of the National Conference on Uniform Entrance Requirements in English. This Conference convened at regular intervals to compile lists of books to be studied and/or read in the preparatory schools and to establish certain aims of English and directions regarding the entrance examinations.⁴¹

However, the Conference did not attempt to set the content nor direction of secondary English instruction. In fact it assiduously avoided any impression of dictating to the schools. But any school preparing its students for college entrance was obliged to follow at least a general outline of the recommended studies if it were to meet its obligations to its college-bound students. Thus, it can be argued that by the turn of the century most of the English studies of the higher schools of New England and the Midwest were established in practice by the demands of the universities which were to receive their graduates. This condition prevailed especially at a time when high schools

⁴¹Hosic, loc. cit.

to keep the staff members in constant touch, and to
 establish the basis for a working and administrative
 liaison as a permanent policy for the future. The
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and academies were considered to be preparatory schools either for university or normal schools.

These later developments in the selection of literature in the high schools and colleges of the eastern and Mid-West states were coetaneous with the establishment of high schools and the normal school in British Columbia. The introduction of the novel into the provincial high schools came at a later date but served the same purposes as will be seen in a later chapter.

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CHAPTER III

THE ESTABLISHMENT OF THE HIGH SCHOOL IN

BRITISH COLUMBIA

When British Columbia joined the young Confederation in 1871, it already had on its statute books "an ordinance to establish Public Schools throughout the Colony of British Columbia" dated 1869. For a variety of social, geographic, and political reasons it was not very effective legislation. But it did provide the basis for the non-sectarian school system which was to develop after British Columbia changed its status from that of colony to province.

British Columbia's first Public Schools Act, passed April 11, 1872, repealed all previous ordinances governing schools, established legislation for a province-wide, non-sectarian public school system, and made attendance at school compulsory for all children between the ages of seven and twelve years. The Act provided for a Board of Education consisting of six members appointed by the Lieutenant-Governor-in-Council. Established at the same time was the office of Superintendent of Education.

I. PUBLIC SCHOOL SYLLABUS AND TEXTS

The Superintendent of Education became virtually the sole authority for the management of the provincial school

system. He established the programmes of studies, authorized texts, and provided for promotion standards. In his first full report to the Lieutenant-Governor, the Superintendent, John Jessop, recorded that in 1872 there were sixteen teachers in eight public schools teaching approximately 534 children. The following year showed a substantial increase in both enrolment and staff--twenty-eight teachers taught 1,028 pupils in twenty-two public schools.¹ Programmes of studies for the first eight years of school consisted of a wide range of subjects: Arithmetic, Grammar, Geography, History, Bookkeeping, Mensuration, Algebra, Euclid, Natural Philosophy, Vocal Music, Linear Drawing, Animal and Vegetable Physiology, Writing, Dictation, and Other Studies (unspecified). These subjects were studied mainly from "authorized" texts provided by the Board of Education and distributed in each school district.

This wide range of subjects to be mastered by the teacher and studied thoroughly by his pupils testifies to the principal aim of education during the nascent years of the province. Education was to provide "the incalculable benefits accruing from intelligently waking up the mind and preparing a child for the proper discharge of the

¹Superintendent of Education, Second Annual Report On the Public Schools of the Province of British Columbia, 1873 (Victoria: Government Printing Office, 1873.) [Hereafter cited as Public Schools Report (date)]

duties of afterlife."² This was to be done by exposing the pupil to the fullest spectrum of subjects presented by teachers with broad general knowledge. The same aim was to be realized by applying the same common texts to the same subjects throughout the province. The original Public School Act, 1872, and the Consolidated Public School Act, 1876, gave the Board of Education the power

...to select, adopt, and prescribe a uniform series of textbooks to be used in the Public Schools of the Province, and to authorize the purchase and distribution thereof, by the Superintendent, among the different Public Schools, in such numbers and quantities as they may think fit.³

This centralization of curriculum control was further tightened when the Superintendent's duty "to prevent the use of unauthorized, and to recommend the use of authorized, books in each school"⁴ was amended four years later to read "and to insist upon the use of authorized books in each school." This amendment was a reflection of Jessop's concern for the wide divergence in education, training, experience and techniques of his limited but widely scattered teaching staff.

²Public Schools Report (1873), p. 7.

³B.C. Government, The Public School Act (1872), p. 41.

⁴Public School Act (1872), p. 42.

II. THE DEMAND FOR HIGH SCHOOLS

It was this interest in his teachers' qualifications that prompted the Superintendent to recommend the establishment of two provincial high schools. With elementary school enrolment reaching 1,250 in 1874, the need for post-elementary education was becoming apparent. In his report of that year, Jessop urged the provincial government to establish two high schools--one in Victoria and the other in New Westminster.⁵

But in addition to providing post-elementary education for those students who could benefit from it, these two high schools would provide the nucleus of locally trained teachers to augment the rapidly increasing number of teachers trained in the eastern provinces or in Britain who had come to the frontiers of British Columbia. Jessop stated his argument as follows:

Those schools would do good service as Training Institutes for teachers, till such time as the number of our school districts would warrant the establishment of a Provincial Normal School. Dependence upon immigration for a supply of teachers is very precarious, as past experience fully proves. Free tuition in the High Schools, with perhaps a little pecuniary aid, would be a great incentive to pupils of both sexes to seek admission, with a special view of passing the teachers' examination, and entering upon public school

⁵Public Schools Report (1874), p. 21.

It was not without a long and arduous struggle that the cause of the colored people was established in the minds of the white people. It was not until the year 1854, that the colored people were admitted to the same rights and privileges as the white people. It was not until the year 1854, that the colored people were admitted to the same rights and privileges as the white people. It was not until the year 1854, that the colored people were admitted to the same rights and privileges as the white people.

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work. These proposed establishments would, therefore, for the present, answer the purposes of High Schools, Training Schools and Model Schools.⁶

Thus, the educational and practical considerations which prompted the first demands for high schools in British Columbia were centred in providing local education for students who desired more than the original elementary schooling, and training for students who might consider teaching school as a worthy aim. This latter interest was actively fostered for the next fifty years and became one of the principal objections to the status, role, and function of the high school in the 1920's. Indeed, it was not until well after the Putman-Weir Survey of British Columbia Schools was completed in 1925 that the high school examinations set by the Department of Education discontinued separate exams for the Normal School entrant at the end of grade XI.

III. THE FIRST HIGH SCHOOL

In the summer of 1876 the first high school in the province opened in Victoria with thirty-four students. Victoria High School offered a two-year program after four or five years of elementary work to those students who successfully passed a high school entrance exam in four

⁶Ibid.

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CONCLUSION

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subjects set by the High School Board of Education. These four subjects were Arithmetic, English Grammar, Geography, and Spelling, in each of which a candidate was required to obtain a 60 per cent mark to qualify for admission to the high school. The fact that only 68 out of 160 candidates (42½ per cent) were successful suggests the exclusiveness and selectivity of the first high school enrolment.⁷

First high school curriculum. The syllabus of the first high school program reveals that studies were divided into four main areas, all of which for clarity are listed here:

ENGLISH:	Geography, ancient and modern, Grammar, Rhetoric and Composition, Mythology;
SCIENTIFIC:	Botany, Physiology, Natural Philosophy, Astronomy, and Chemistry;
MATHEMATICAL:	Arithmetic, Algebra, Mensuration, Euclid, and Book-keeping;
MODERN LANGUAGES:	French;
	together with Map drawing, vocal music, &c. ⁸

Evidently a great deal of work was expected of the first high school students in their two-year program. Especially noteworthy is the fact that English studies were centred in expression, fluency and language; aside from the mythology, little study of reading or literature was undertaken at this time. Secondly, this syllabus was patterned

⁷Public Schools Report (1876), p. 89.

⁸Public Schools Report (1877), p. 13.

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on those in use in Ontario from whence Jessop had come to British Columbia, and in the eastern United States.⁹

The first high school English program. Among the innovations initiated by Superintendent McKenzie, Jessop's successor, was the publication of a full program of studies for the high school. This first formal statement was built on the original outline established by Jessop and included a wider variety of subjects for study. For purposes of this review, only those statements directly related to the English program need to be given here in full:

A. Junior Division:

English Language: Review of elementary work in orthography, etymology, syntax, and analysis of sentences, derivation of words, rendering of poetry into prose, composition, including the framing of sentences, familiar and business letters, and abstracts of passages from standard authors.

B. Senior Division:

English Language: The subject generally, including: derivation of words, composition, rendering of poetry into prose, abstracts of selected passages, critical reading of portions of the work of standard authors, themes, and generally the formation of a good English style.¹⁰

The focus of English instruction in this Course of Studies was clearly directed toward the mastery of skills of expression, both oral and written. The slight

⁹ Public Schools Report (1881), p. 264.

¹⁰ Public Schools Report (1879), pp. 215-217.

reference to writings of standard authors suggests that the emphasis was placed more on the processes of speech, reading and writing than on the content of the selections. Thirdly, these aspects of English are those which any educated person would be expected to know, especially any young person needing a background for teaching in the common or graded public schools of a frontier province.

IV. ENGLISH LITERATURE AND TEACHER EXAMINATIONS

The first reference to literature as a separate study in the early records of the British Columbia school system was made not in the high school syllabus, but in the examinations for teachers. In July, 1880, teachers of the province were invited to write examinations in Victoria for the purpose of determining their certification grades in accordance with new requirements set out by Superintendent McKenzie. In his report on this examination program, the Superintendent listed among the nine optional subjects: English literature and Latin.¹¹

These two subjects were reserved for those teachers applying for the Class 1, Grade A or B certificate, and, hence, would not be general tests for all teachers. Set by the Superintendent of Education, the English literature

¹¹Public Schools Report (1880), p. 370.

examination contained the following questions:

1. In what branch of literature did each of the following authors excel: Shakespeare, Milton, Lytton, Dickens, Macaulay, Tennyson.
2. Write a short life of Milton, naming his principal prose works and the occasion on which each was written.
3. Give as short a synopsis as you can of any one of Shakespeare's historical plays.
4. Name the prominent characteristics of Macaulay's style, giving a list of his works.
5. Give the plot of any one of Dickens' novels.
6. Give the plot of any one of Lytton's novels.
7. Give a quotation of at least five lines from Shakespeare and similarly, another from Milton.
8. Who wrote "The Idylls of the King"? Give the subject of the poem and name the different books that compose it.
9. Who wrote "My Novel," "Pickwick," "The Last of the Tribunes," and "What Will He Do With It"? Give an account of the principal character in each.
10. Discuss the authorship of the plays commonly ascribed to Shakespeare.¹²

The connection between the original high school syllabus and these test questions on English literature for teachers can be more clearly discerned when it is remembered that one of the primary reasons for the establishment of high schools was to educate local teachers for the burgeoning school population. Thus the teachers' certification examinations became a reflection of the high school's syllabus. These questions suggest that the principal focus of high school literature was a general knowledge about literature, rather than of literature.

¹²Public Schools Report (1880), p. 370.

V. HIGH SCHOOL ENGLISH LITERATURE

In 1888 only those students and teachers aspiring to the class 1, Grade A or B certificate--the highest classifications--were questioned on the subject of English literature. To meet their needs, the Principal of Vancouver High School included in his program, so far as time would permit, English literature, rhetoric and geology.¹³ But no further details were given. Yet the evidence seems to suggest that a qualified teacher was expected to identify poetry and poets and possess a general knowledge of English literature.

Those selections and authors to be identified were readily studied in a very general survey of the English literary heritage: English Literature--History of English Literature by W.F. Collier. This history surveyed English literature from Anglo-Saxon times to Victorian writers by dividing its coverage into ten eras and talking about books and authors more in a biographical rather than literary vein. This text did not attempt to present the student with the works of writers; it provided the social and literary background to the major works of English literature without necessarily exposing the work in any detail.

¹³Public Schools Report (1888), p. 196.

By 1892 English literature had become a compulsory subject for all teachers writing certification examinations. It was natural that the high schools, the sole supply of local teachers, should prepare their students for this new requirement by introducing English literature into their syllabus. Thus, in 1892, the Collier text was authorized for high school study and the student was encouraged at least to read about writers and their works even if he was not yet required to study or even read the novels discussed.

However, with mounting criticism of the dual function of the high school and of the inadequate library resources of all schools,¹⁴ the high school syllabus was soon to be modified so that it offered a more liberal program of courses which would introduce the novel into the English literature class.

VI. SUMMARY

The high schools of British Columbia were established in response to two demands: a provincial continuation of the rapidly expanding elementary school system and a provincial training school for local teachers. The

¹⁴ See remarks of Inspector D. Wilson in Public Schools Report (1899), p. 247; and Public Schools Report (1900), p. 208, regarding these issues.

latter demand to a very large extent determined the nature of the high school syllabus. The teachers' certification examinations arose out of a concern for the qualification of teachers in the frontier province.

The first references to English literature as a study were found in these certification examinations. At the outset the questions required a general literary and biographical knowledge of major British poets as well as general literature. The first prescribed literature text surveyed the full historical background of literature but did not require the student to have read or studied any novels.

The increased demands made on the high school to provide pre-professional education for teachers required that English literature be taught as a study in the high school. The English syllabus for the high school student at the turn of the century contained mainly language work--grammar, spelling, punctuation and composition. Whatever literature was taught consisted mainly of poetry by "the great poets" of Victorian and earlier periods, and passing reference to belles lettres as recorded in Collier's survey of English literature. Students were required to read about books, but up to the turn of the century no student was required to read or study a novel before graduation from high school. Nor was there available within the school an adequate

library from which the student could freely select novels which would provide first-hand experience with the literary culture he was encouraged to appreciate.

CHAPTER IV

HIGH SCHOOL ENGLISH LITERATURE PROGRAM 1900-1920

During the school year, 1900-1901, a new course of study was introduced into the Junior and Intermediate classes while the Senior class continued with the old program for the teachers' examinations in July, 1901. The major features of this revision were the narrowing of the program by a reduction of electives, the updating of texts, and the "liberalising of the course of study for prospective teachers--notably along the line of language and literature."¹

In 1907, a concern for the heaviness of the work being done in the Junior Grade prompted the Department of Education to divide that grade into two levels--a Preliminary and an Advanced Course. The purposes of the restructuring of the curriculum seem to have been administrative and expedient. The schools had been attempting too much for too many aims. Now the program was to have a more substantial foundation in fewer subjects more effectively taught. The affiliation of two high schools with McGill University, and the establishment of Rhodes Scholarships made imperative a re-alignment of the curriculum with the university requirements rather than with departmental certificates.

¹J.C. Shaw, Principal of Vancouver High School and College, in Public Schools Report (1901), p. 238.

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I. THE FIRST PRESCRIBED NOVELS

These university requirements stipulated that students seeking entrance should have studied English literature as a separate and full study. The new English literature program for the Junior Grade consisted of a new Fifth Reader which contained mainly selections of poetry. The Intermediate Grade student studied Macaulay's "Essay on Milton," Byron's "Childe Harold," and poems by Shelley, Keats, Tennyson and other standard British poets. Not until the Senior Grade were students exposed to booklength studies: Sir Roger de Coverley Papers, The Autocrat of the Breakfast Table, Julius Caesar, an anthology, Selected Poems, and a literary survey text by Stopford Brooke, History of English Literature.

The new high school program for the Senior Academic Grade which came into effect in 1902 included three novels and a book of essays. The first novels introduced into the high school curriculum of British Columbia were Scott's Ivanhoe, Eliot's Silas Marner, and Thackeray's Henry Esmond. In addition, students were required to study Ruskin's Sesame and Lilies.² These are the same novels that Mersand identified as being prominent in the 1890's

²Public Schools Report (1902), p. A 23.

when novels were first taught in high schools and colleges of the eastern United States and Canada.³

Changing grade placement. A curious feature of this program is that the high school examinations for the Junior Grade in 1906 included as a major portion, questions on Ivanhoe.⁴ There is no notation nor comment anywhere in the body of the annual report for that year nor any subsequent year which explains or even refers to the "demotion" of this novel by three grades. Regardless of the reason for the change, Ivanhoe remained in the program for the Junior Grade until 1921. Also in 1906, Henry Esmond and Silas Marner were moved down to the Senior Grade while Julius Caesar, which was to remain in the British Columbia high school system for many decades, was temporarily promoted from the Senior Grade to the Senior Academic Grade. The following is a list of the major literary selections prescribed for study in the graduation year of high school:

Carlyle: "Heroes and Hero Worship"
 Ruskin: "The Crown of Wild Olives"
 Pope: "Essay on Man"
 Shakespeare: "Macbeth"
 Goldsmith: "The Vicar of Wakefield"⁵

³J. Mersand, "The Teaching of Literature in American High Schools, 1865-1900," Robert C. Pooley (ed.), Perspectives on English (New York: Appleton-Century-Crofts, Inc., 1960), pp. 283-286.

⁴Public Schools Report (1906), pp. A cxl-A cxli.

⁵Public Schools Report (1906), p. A clxxvii.

Thus, after only three years in the program of the Senior Academic Grade, the original three novels were demoted and replaced by The Vicar of Wakefield. One is led to suggest that the appearance of this 1766 idyllic novel in the high school English program of the province was prompted by its general acceptability in the curriculum of other school systems. For example, Harvard, in 1874, followed by other eastern colleges, had prescribed this selection as preparation for college entrants.⁶

The first examination of the novel. The first departmental examination in English literature after the novel was introduced into the syllabus was set for the Senior Academic Grade in 1902. Three-and-a-half hours long, the test was divided into two parts. Part A dealt solely with selections of poems, quotations to be identified, paraphrased and explained. Part B asked the following questions on the novels in the program and Ruskin's essay,

Sesame and Lilies:

1. Why does not the author make Ivanhoe marry the Jewess?
2. What were some of the chief points of distinction between the Saxons and the Normans in the reign of Richard I?
3. Sketch the character of Athelstane as depicted in Ivanhoe.

⁶Mersand, loc. cit.; James Hosis, (comp.), Reorganization of English in Secondary Schools, Bulletin No. 2 (Washington: Government Printing Office, 1917), p. 12.

4. Henry Esmond depicts fashionable life as it existed in Queen Anne's reign. Note the contrast as compared with that of the present day.
5. Thackeray wrote a sequel to this novel. What is its title? Name three other great novels by the same author.
6. The author is reported to have said of the hero, "After all, Esmond is a prig." Can you justify this statement?
7. Many of the leading names--military, political, literary, and clerical--have figured in Anne's reign and were mentioned in Henry Esmond. What are they?
8. Give a brief but comprehensive account of George Eliot's life.
9. Sketch in detail the various motives that led Dunstan to steal Marner's money.
10. Three lectures by Ruskin go to make up his Sesame and Lilies. What is the title of each lecture?
11. Of the four prose works prescribed for this examination, which do you consider
 - (a) the most artistic production;
 - (b) the most interesting story;
 - (c) the work which exhibits the best English style;
 and give reasons for your choice in each case.⁷

Without becoming involved in a factor analysis of this examination, one can observe that this is more a test of writing ability than of literary understanding. Questions 5 and 10 specifically ask for titles and short answers; all the others require fully developed paragraph answers. Of these nine, five are concerned with social and biographical material, while of the remaining four questions, three require an understanding of character and the last attempts to assess the student's literary appreciation of the selections studied.

⁷Public Schools Report (1902), p. A cl.

But one must concede that in view of the general practice in this period as outlined by Mersand, this examination is representative of the prevailing purposes of teaching literature. The emphasis placed on external matters such as biographical sketches, social fashions and attitudes, and historical periods, suggests that little real literary study of the novel as an artistic form was made in the classroom.

II. LITERATURE AND COMPOSITION TESTS

Throughout the high school, composition was considered to be a subsidiary subject to English literature, not to English grammar, and was to be so taught.⁸ The result of this alignment was that the literature selections continued to be taught more to provide material for disciplined essay writing, especially on the department examinations, than for literary appreciation. The emphasis to be placed on composition as an aspect of literature study was very clearly indicated in the official statement for that part of the course:

The examination on this subject, besides testing the pupil's knowledge of the prescribed text, will consist of an essay on one of three specified subjects, two of which will be on the English Literature prescribed for

⁸Public Schools Report (1907), p. A 49

The first part of the report is devoted to the general

position in this field as outlined by the author. This

introduction is supplemented by the author's personal

experience. The second part of the report is

devoted to the description of the various

methods used in the investigation. The third

part of the report is devoted to the results of the

work in the laboratory.

1. INTRODUCTION AND SUMMARY

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attention has been paid to the study of the

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the year. In preparation for the examination frequent and systematic practice in essay writing throughout the year will be imperative.⁹

Literature examinations. In accordance with this directive the first English exams for the new Preliminary Course, Junior Grade, set in 1908, included English grammar (1½ hours), English literature (2 hours), and English composition (1-¾ hours). The literature test included a major portion (Part A) on poetry, mainly Tennyson's "Ulysses", "The Lotus Eaters" and "Ode on the Death of the Duke of Wellington," plus selections by Coleridge, Keats, Shelley, Cowper, Longfellow and Mallory. Part B dealt exclusively with Ivanhoe. The following are illustrative questions:

1. Who is the Palmer? Account for his disguise. What hints is the reader given of his identity?
2. Follow the course of Gurth throughout the story, showing what he has to do with the general action of the novel.
3. What simultaneous actions has Scott to narrate before the attack on Torquilstone? How does he make it clear that they are simultaneous?
4. Describe the armour and weapons of a knight as pictured in Ivanhoe.
5. Is Rebecca or Rowena the heroine of the tale? State reasons for your answer.¹⁰

For the most part these questions might be considered

⁹ Ibid.

¹⁰ Public Schools Report (1908), pp. B clxviii-clxix

literary questions, mainly centred in characters of the novel. One might suggest that question four is less literary than social or military, but it would have had some particular appeal for students of this age, especially boys. Secondly, the questions all demand extensive answers that would test not only the student's knowledge of the novel, but also his ability to express himself adequately in writing.

Composition examinations. However, the student was given a second chance to demonstrate his ability to write when he faced the composition exam. In 1908, the junior student taking the Preliminary Course exam in composition was required to:

Write an essay, selecting one of the following subjects:

- (a) Cedric the Saxon (Ivanhoe)
- (b) Wolfe in Canada
- (c) Longfellow's "King Robert of Sicily"¹¹

In this test the emphasis was less on the content than on the order, style and clarity of what the student said. Another example of the relationship between literature and essay writing is shown in the two-hour composition exam given to the Intermediate Grade in 1909 which required the student to write an essay on one of the following:

¹¹Public Schools Report (1908), p. clxx

At the same time, it is necessary to consider the possibility of a change in the direction of the movement. It is possible that the movement will continue in the same direction, but it is also possible that it will change. The direction of the movement is determined by the forces acting on it. If the forces are balanced, the movement will continue in the same direction. If the forces are unbalanced, the movement will change. The direction of the movement is also determined by the initial conditions. If the initial conditions are such that the movement is in the same direction, it will continue in the same direction. If the initial conditions are such that the movement is in the opposite direction, it will continue in the opposite direction.

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- (a) Boating (The Autocrat of the Breakfast Table)
- (b) Bodily Exercise (Sir Roger de Coverley Papers)
- (c) Poverty Develops Character Better Than Riches.¹²

These test questions confirm that the principal purpose of literary study, especially of the novel and the essay, at this time in British Columbia high schools, was to provide the student with ideas and material with which he could demonstrate his ability to write effectively.

III. AIMS AND CRITICISM OF LITERATURE STUDIES

An indication of the approach of teachers to the study of this literature in the high schools and their effectiveness is given by D.L. MacLaurin, Inspector of High Schools:

In English much careful, critical analysis of selections has been made, but there is a marked lack of endeavour to make students love and appreciate at least some portion of the work read.¹³

This observation is the first clear reference to what was considered to be the primary purpose of literature teaching in the high schools. It gives the impression that a teacher should at least try to make students love and appreciate some of their literary studies. But at the same time principals and teachers were deploring the

¹²Public Schools Report (1909), p. A ccii.

¹³Public Schools Report (1914), p. A 33.

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pressure of examinations which tended to sap the vitality of both teacher and student and reduce the work under study to a series of questions which could be definitely and specifically answered.

One further criticism was made by MacLaurin, who, like his predecessors, also deplored the almost complete absence of high school library facilities. Such criticism leads one to believe that little if any outside reading could be encouraged by teachers to broaden the basis of literary experience of their high school students. This view is supported by George H. Deane, the Assistant Superintendent of Education, who observed that "for the most part, little effort was made by teachers to develop among senior students a taste for general reading and an interest in important current events."¹⁴ This observation was like an echo of Inspector D. Wilson's protest to the effect that, "Beyond a knowledge of the prescribed textbooks, the pupils...have a very slight acquaintance with general literature."¹⁵

¹⁴Public Schools Report (1915), p. A 25.

¹⁵Public Schools Report (1908), p. B 24.

IV. SUMMARY

By 1920, British Columbia's high school enrolment had increased to 6,636 students registered in forty-eight high schools. This rapid expansion occasioned a general review of the primary functions of the high school and a reconsideration of its curriculum. Notwithstanding the broadening of purpose that resulted in a wider choice of programs and hence a more universal appeal, the high school had done little to modify its English literature. In the closing years of the nineteenth century when the high school was considered primarily a training school for teachers, the students were not required to study a novel in class in order to graduate. Yet in 1920 when the school was making a strong bid to retain the greatest number of its students by offering a variegated syllabus, it required that any graduate whether he planned to pursue a professional program at university or to enter a trade apprenticeship should have studied two Shakespearean dramas, several book-length non-fiction prose works, a multiplicity of poems and four novels. The following table shows the years of introduction of these first four novels and their movement from grade to grade.

THE FUTURE

It is not possible to predict the future of the world with any degree of accuracy. The future is a mystery, and it is one that we must all face. However, we can make some educated guesses about what might happen in the years ahead. One of the most significant trends in the world today is the rapid pace of technological change. This change is affecting almost every aspect of our lives, from the way we work to the way we play. As technology continues to advance, we can expect to see even more dramatic changes in the way we live. Another major trend is the growing awareness of environmental issues. People are becoming more concerned about the impact of human activity on the planet, and this has led to a variety of efforts to protect the environment. We can expect to see continued efforts to address these issues in the years ahead. Finally, there is the issue of global peace and stability. The world has seen a great deal of conflict in recent years, and it is not clear when this will end. However, there are many people working to promote peace and stability, and we can hope that their efforts will be successful. In conclusion, the future is uncertain, but there are many things we can do to make it a better one. We can embrace technological change, protect the environment, and work for peace and stability. These are the things that will make the future a place where we can all thrive.

SUMMARY OF FIRST NOVELS PRESCRIBED

1902 - 1920

Grade	1902	1906	1907
Senior Academic	Ivanhoe Silas Marner Henry Esmond	Vicar of Wakefield(1776)	
Senior	NIL	Henry Esmond(1852) Silas Marner(1861)	
Junior	NIL	Ivanhoe(1819)	
Preliminary Course			Ivanhoe

The reasons for prescribing these particular novels are nowhere specifically stated in Department of Education records. But the titles are familiar in many programs of studies at this time in the eastern United States and the eastern provinces of Canada. Indeed, they might well be included in a list of "standard works" considered worthy of study by any educated young adult. Perhaps if there is another bond between the four selections it might be that they are all "romantic" in the sense that they are remote from the immediate experience of the reader and that they all embody an uplifting spiritual quality. In short, they are wholesome reading; they are very "teachable" novels that provide ample scope for composition work.

But in view of the fact that this period of 1900-1920 marked a renewed interest in the novel as a literary form one might suggest that a wide range of works was available for study. The four novels first prescribed were written between 1776 and 1861. Works by Hardy such as The Return of the Native (1878) or Tess of the D'Urbervilles (1891), Melville's Moby Dick (1851), Kipling's Kim (1901), Conrad's stories of the sea or H.G. Wells' stories of space and time are some of the novels which would also have provided interesting reading in this period.

CHAPTER V

RE-ORGANIZATION OF POST WAR HIGH SCHOOL EDUCATION

1920 - 1928

Professional and lay criticism of the structure, purpose, content and effectiveness of high school instruction in the decade following World War I prompted the Department of Education to reconsider the provincial high school system. Beginning with a series of minor modifications in the organization of the high schools, the Department, in 1924, set up a royal commission to enquire into all aspects of the provincial education system. This enquiry resulted in the creation of the junior high school and a change in educational purpose.

Organizational changes. After 1907 when the junior grade of high school was divided into the Preliminary and Advanced Courses, the British Columbia school system was based on a seven-year elementary program and a four-year secondary program. In 1923 the elementary program was extended to eight years and the high school reduced to three years. At the same time a numbered grading system was introduced. Thus, the elementary school now consisted of grades I to VIII, while the high school contained grades IX to XI.

Technical programs. In 1923, the revised program

CONTENTS

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of studies also introduced the concept of a technical course for students not intending to go to either university or normal school. The principal object of this three-year program was to train students for specialized technical courses in their fourth, fifth and succeeding years in the Technical school. Yet because it was felt that these students should be given the privilege or opportunity to prepare for the university matriculation exam, they were required to study, among other subjects, the same literature courses that were given to students in grades IX to XI in the high schools.¹

These adjustments in the structure and program of the high school in British Columbia were accepted with reserved enthusiasm. Inspectors, principals, teachers, and parents still shared a common belief that the high school was too selective, too academic, too conservative and too limited in its programs to meet the new demands made on it. Such criticism was not

¹B.C. Department of Education, Courses of Study for the Elementary, High, Technical and Normal Schools of British Columbia, 1923 (Victoria: King's Printer, 1923), p. 56.

as studies have indicated the concept of a "learning
 system" is becoming more and more important in the
 study of human learning. The learning system is a
 dynamic system and its study involves the study of
 the system as a whole and its parts. The system is
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unique to the British Columbia education system.²

I. HIGH SCHOOL ENGLISH LITERATURE COURSES 1920-1924

As has been noted above, the restructuring of the school program was only part of the new education. A concomitant revision of the Academic Course of Study had also been under discussion for some time. The prospects for changes in the high school English courses had been pre-saged by J.B. DeLong, Inspector of High Schools, in his report of 1919.

In that report, DeLong had suggested that the addition of a greater proportion of interesting narrative poems in the first two years would add more appeal to the program, as would one of Shakespeare's lighter plays in the second year. Then he went on:

One or two novels for supplementary reading in both Preliminary and Advanced Junior years are necessary. These novels should not be studied intensively, but teachers will find them of great assistance in teaching form and style, and through them the pupils will be given a taste for good reading. The course

²L.V. Koos, The Junior High School (New York: Harcourt Brace and Co., 1920); Thomas Briggs, The Junior High School (Boston: Houghton, Mifflin Co., 1920); Calvin O. Davis, Junior High School Education (New York: World Book Co., 1924); Calvin O. Davis, "Our Justification for the Junior High School," The School Review, XXXV (March, 1927), pp. 174-183; H.B. King, "The Present Condition of the Junior High School in British Columbia," B.C. Teacher, VI:7 (March, 1927), pp. 33-35; D.B. MacKenzie, "The Junior High Movement in Canada," (unpublished Master's thesis, The University of British Columbia, Vancouver, 1937).

will still require--and rightly so--a very considerable amount of intensive study in connection with English literature. Many of our teachers of English have the mistaken idea that they are not doing their duty in connection with the study of Ivanhoe, for example, unless they submit each page to the most minute analysis. These books for supplementary reading should be read carefully, but the attention of pupils should not be so fixed on details that they fail to appreciate the main purpose and beauty of the work.³

He further argued that a much wider field of English literature might be covered with less requirement for detailed study. As an appreciation of literature is, after all, he contended, an understanding of its spirit and purpose, its relation to its own time, and its application to the reader's, it would appear that "insistence on its minute disintegration and examination is subversive to the primary purpose of literary study."⁴ However, these desirable objectives of a wider field of literary study and a relaxing of examination demands were not to be realized for some time to come as the following courses show.

Junior Grade literature. The first change in the high school literature program occurred in 1921 and affected the two levels, Preliminary and Advanced, of the Junior Grade which, in 1923, were converted into grades IX and X respectively. The literature offerings for these

³Public Schools Report (1919), p. A 20.

⁴Ibid.

two grades were as follows:

(a) Preliminary Course

English literature: a careful study of the Fifth Reader; Stevenson's Kidnapped.⁵

[Note: Two years later Blackmore's Lorna Doone was added to this program as a supplementary novel.]

(b) Advanced Course

English literature:

Longer Narrative Poems, by Jeffries

Any two of the following:

(a) Specimens of the Short Story, by Nettleton

(b) Quentin Durward, by Scott

(c) Julius Caesar, by Shakespeare⁶

It will be observed here that Scott's Ivanhoe has been replaced by Stevenson's Kidnapped in the first year; but Scott has been retained in an optional novel for the Advanced Course. The three novels prescribed for these grades are too well known to warrant much discussion as to their suitability as classroom texts. All three are historical romances steeped in action, high adventure and derring-do; all three are colourful representations of historical periods in Britain; all three would appear to have a more obvious appeal to boys than to girls.

However, a characteristic feature of the high school enrolment in British Columbia since the inception of that

⁵ B.C. Department of Education, Courses of Study for the Elementary, High, Technical and Normal Schools of British Columbia (Victoria: King's Printer, 1923), p. 25

⁶ B.C. Department of Education, Courses of Study for the Public, High, Technical and Normal Schools, 1921. (1921), pp. 19-20.

level of education in 1876 is that girls have consistently outnumbered the boys. For example, in 1921, the ratio of girls to boys in high school was four to three.⁷ In view of this imbalance of girls and boys one might have thought that at least one novel such as Jane Austin's Pride and Prejudice, or Thackeray's Vanity Fair, or the more recent Anne of Green Gables by Montgomery would have been included in the high school literature program.

But regardless of this masculine bias in the selection of novels, A. Sullivan, Inspector of High Schools, reported that "the change in English Literature texts for the Preliminary and Advanced Courses has been appreciated by teachers of the Junior Grade."⁸ He went on to suggest that instruction in the Advanced Junior Classes has greatly improved as a result of the enriched course in English Literature.

Junior Matriculation literature course. This enrichment continued in the subsequent grade which was, in 1921, referred to as the Junior Matriculation year. The prose literature for the graduation class consisted of:

⁷Total high school enrolment was reported as 7,259; girls = 4,166 and boys - 3,093. This imbalance was generally attributed to the tradition of teacher training in high school. Public Schools Report (1921), p. F 2.

⁸Public Schools Report (1922), p. C 20.

Washington Irving's Sketchbook
 Sir Walter Scott's Kenilworth
 George Eliot's Silas Marner⁹
 Robert Southey's Life of Nelson

Students were still required to study any two of these selections preparatory to writing essays based on them. The teacher was advised that "the student's attention should not be so fixed upon details that he fails to appreciate the main purpose and beauty of the work."¹⁰ But at the same time the teacher was urged to provide frequent practice in literary composition.

This is not to suggest that literary study was completely neglected at this grade level. The junior matriculant was also required to read "for critical study" one of two Shakespeare Plays and a wide selection of poets from the text Poems of the Romantic Revival.

Finally in this review of the new Academic Course of Study, it remains only to say that the Senior Matriculation class was not required to read or study a novel at this time. Their literature program consisted of specific selections from Chaucer, Spenser, and Milton.

⁹B.C. Department of Education, Courses of Study for the Public, High, Technical and Normal Schools, 1921 (1921), p. 20

¹⁰Ibid.

RECEIVED
JAN 11 1961
U.S. DEPARTMENT OF AGRICULTURE
WASHINGTON, D.C.

Enclosed for the Bureau are two copies of a report of the
Bureau of Entomology and Plant Quarantine, Agricultural Research
Administration, Department of Agriculture, dated January 10, 1961,
entitled "The Biology of the Cotton Bollworm, *Heliothis virescens*
Fabricius (Lepidoptera: Noctuidae)". This report was prepared by
Dr. J. H. Krombein, Agricultural Research Administration, Department
of Agriculture, Washington, D.C.

This report is being furnished to you for your information.
It contains information on the biology of the cotton bollworm,
which is a pest of cotton and other crops. The report also
contains information on the control of this pest.

Very truly yours,
Director, Bureau of Entomology and Plant Quarantine
Agricultural Research Administration
Department of Agriculture
Washington, D.C.

ALL INFORMATION CONTAINED HEREIN IS UNCLASSIFIED
DATE 11/11/01 BY 60322
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II. A GENERAL SURVEY OF BRITISH COLUMBIA SCHOOLS

In the summer of 1924 the Provincial Government appointed Dr. J.H. Putman and Dr. George M. Weir commissioners to enquire into all aspects of education in the province. The report of their thorough survey of the British Columbia school system was submitted on May 30, 1925.

Among the many matters which concerned the Commissioners was the structure of the provincial school system. For various reasons--psychological, social, educational--they deplored the eight-three division and the high school examination system, both of which had resulted in a remarkably high drop-out rate.¹¹

Six-two-three division. Recognizing the psychological and educational difficulties of the young adolescent student, Putman and Weir recommended the establishment of what they termed "a middle school" for all students. With this recommendation, the Commissioners proposed that secondary education in British Columbia would begin at the end of grade six as the pupil enters adolescence. Thus, the new school organization would be based on the six-two-three division with grades VII and

¹¹J.H. Putman and G.M. Weir, Survey of the School System (Victoria: King's Printer, 1925), p. 76.

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place where the only way to live is by

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VIII in the junior high, and grades IX, X, and XI in the senior high school.¹²

Curriculum criticisms. Among the findings of the Commissioners, those that related to this study include the following: while more than 50 per cent of school time was spent on the study of mathematics and foreign languages, only 14 per cent was devoted to a study of English. The Commissioners estimated that only 40 per cent of the high school population intended to go on to university and normal school, yet all students were obliged to study the same program. This program was characterized by academic conservatism, traditional emphases and formal discipline.

In British Columbia, probably to as great an extent as in any other of the Western Provinces, the doctrine of formal discipline has influenced, either consciously or unconsciously, the academic and professional side of the educational system. This doctrine has largely determined the basis for curriculum construction, and specified its limitations.¹³

The Commissioners questioned the value of teaching Latin and French at the expense of the more practical studies of English, Canadian history, science, civics, and vocational subjects. "We cannot assert that the school aims have been carefully thought out with a view to

¹²Ibid., p. 77.

¹³Ibid., p. 42

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social progress."¹⁴ Their curriculum recommendations, especially for the new junior high school, were intended to make studies more practical and meaningful for the student by reducing their academic bias.

The Department of Education soon implemented the principal recommendations of the Putman-Weir Report. In the school year 1925-1926, the Superintendent of Education reported that a program of studies for the junior high school was being prepared by the Department with the assistance of a committee of principals and high school inspectors--teachers "who are not only sympathetic with the aims of such progressive schools, but are conversant with what is being done in the best schools of this class in America."¹⁵

The role of the junior high school. The first Programme of Studies for the Junior High Schools of British Columbia was published for the school year 1927-1928. Its Foreword described the junior high school as a new step forward in British Columbia education, as an outgrowth of the Putman-Weir Survey of British Columbia schools. The

¹⁴Ibid., p. 82.

¹⁵Public Schools Report (1925), p. R 10.

function of the new junior high school, broadly conceived, was to unify life and education. The specific aim of the junior high school was to provide the students with a school environment that would be transitional between that of the elementary school and of the high school proper. The intention was to provide a curriculum of experience and experimentation--an attempt to expose the student to varying educational situations such as manual training shops, science laboratories, assembly halls and school libraries. Within this progressive function, English studies were to be included for their moral and cultural value.

III. THE JUNIOR HIGH SCHOOL LITERATURE PROGRAM

1927 - 1928

The new junior high school English program included the six-part study of reading, writing, spelling, grammar, composition and literature. The general aim of the program was stated laconically: "To train the pupils to speak, to write, and to read with pleasure and effectiveness."¹⁶

¹⁶ B.C. Department of Education, Programme of Studies for the Junior High Schools of British Columbia, 1927-1928 (1927), p. 9

The functions of literature. More specifically the study of literature in the junior high school English class was to serve several key functions.

Knowledge and appreciation of literature implies ability to find pleasure in reading books of merit and to avoid what is cheap and trivial; acquaintance with the better authors, both standard and contemporary; the cultivation of a taste for diversified reading; and an ability to secure information from books including skill in using the dictionary and books of reference.¹⁷

The English literature teacher, then, had the task of developing within each student an appreciation of literature which would provide him with a standard whereby he could discriminate between what is timeless and "good" among works and writers and what is temporary and trivial. "A study of literature that does not create and foster in the child a genuine love of literature fails in its main purpose."¹⁸ This love of literature was to provide the student with such profit and pleasure that he would continue in later life to derive his greatest return in knowledge, inspiration, and recreation from reading good literature.

Extensive reading program. Such a responsibility was to be advanced by the teacher on two fronts. The foremost of these was to be extensive reading rather than

¹⁷Ibid., p. 5.

¹⁸Ibid., p. 10.

intensive. The student was to be given every opportunity to explore the realm of books. The Programme of Studies pointed out that:

The teacher can do much in directing him to explore the rich fields of long stories, short stories, biography, travel, nature, popular science, poetry, drama, history, legend.¹⁹

The absence of "novel" from this catalogue can only be explained by the use of "long stories." The starting point for the student's selection of suitable reading was an approved list of supplementary reading for each of the junior high school grades. Teachers were advised to encourage their students to read a wide range of titles from these lists, any book approved by the teacher, and approved current magazines.

Such reading lists as were published from time to time were to supplement the literature prescribed for classroom study. For the first time in the development of the British Columbia high school English curriculum there was an overwhelming emphasis on prose selections rather than poetry in these intermediate grades. Certainly, there was considerably more choice from which the teacher could develop the literature course for each grade.

¹⁹Ibid., p. 10.

Grade VII literature. In addition to an anthology of Canadian prose and poetry, and Book I of the Ryerson Junior Classics, the new grade VII literature course included the following list of fifteen prose titles from which the teacher was required to select any two for class study:

A Christmas Carol and King of the Golden River
Treasure Island - Stevenson
Rip Van Winkle - Irving
Familiar Fields - McArthur
Folk Tales of the Nation
Some Animal Stories - Roberts
Tales from Arabian Nights
The Heroes
The Lay of the Last Minstrel - Scott
Lamb's Tales from Shakespeare
Pattern Plays
Form-Room Plays, Junior Book
The Rose and the Ring - Thackeray
Alice in Wonderland - Carroll²⁰

Here, indeed, is a wide range of literature that would appear to appeal to the young adolescent of twelve to thirteen years old. It is wide both in content which ranges from Kingsley's retelling of classical legends of Jason, Perseus and Theseus, through some of the tales of Scheherezade to the legends of Irving, Ruskin and Dickens; and in form varying from the ballads of Scott to one-act plays and novels.

It is this latter genre which this study sought to

²⁰ Ibid., p. 12.

identify. Of these fifteen selections, the following five may be considered novels:

A Christmas Carol
King of the Golden River
Treasure Island
The Rose and the Ring
Alice in Wonderland

The first three of these selections became part of the literature program in 1923, the first two had been prescribed for this grade, while Treasure Island has been demoted from grade VIII. The last two listed titles are new to the syllabus and would appear to be welcome additions for the pupils of grade VII. It would seem that the pleasant fairy-tale quality of both books, their easy style and their imaginative appeal would make them interesting reading at this age level.

Grade VIII literature. The grade VIII student was presented with an equally wide selection of literature. In addition to the Junior Classics, Book I, and The Voice of Canada readers, the list of literature texts for this grade, though varying in names, contained the same wide assortment as did the list for grade VII:

Any two of the following:

Lady of the Lake - Scott
Form-Room Plays, Intermediate
Sharp Eyes and Other Essays - Burroughs
Book of Insects - Fabre
Midsummer Night's Dream - Shakespeare
A Book of Escapes - Buchan

A Round of Tales - Henry and Treble
The Black Arrow - Stevenson
Narrative Poetry - Scott
The Approach to Shakespeare
The Lays of Ancient Rome - Macaulay
The Talisman - Scott
Selections from Irving and Hawthorne²¹

Of these thirteen titles, only two are novels.

Once again one sees the influence of the traditional and conservative in the names Stevenson and Scott. Stevenson, first introduced into the high school program in 1923, was to remain in the syllabus for the next forty years.

Although Scott's novels were soon to lose favour with the English curriculum planners, his works have continued to be read in various grades from 1902 when Ivanhoe was introduced until the present day when his Lady of the Lake is studied in many grade VIII classes in the province.

Grade IX literature. Understanding the English course in grade IX at this time required considerable investigation. Two programmes of studies for this course were published for the school year 1927-1928, but they are so contradictory regarding the literature program that they need to be examined separately.

First, the following full statement of the literature course is extracted from the Programme of Studies for

²¹Ibid., p. 14

the High, Technical, and Normal Schools of British Columbia, 1927-1928:

3. English Literature -

- (a) English Prose Selections, Part I - MacDonald (Macmillan Company of Canada, Ltd.), price 60¢. Students will be expected to cover in one year only half the "Essay" section, half the "Miscellaneous" section and half the "Short Stories" of Part I.
- (b) Narrative English Poems, Part I or Part II - MacDonald and Walker (Dent and Sons Ltd.)
- (c) One of the following:
 - (i) Stevenson's Kidnapped (McClelland and Stewart, Toronto), price 45¢ or (Nelson and Sons, Toronto), price 50¢.
 - (ii) Blackmore's Lorna Doone, World Classics (Oxford University Press, Toronto), price 60¢.²²

According to this statement, then, the emphasis in the grade IX literature course was placed on short selections--poetry, essays, short stories, and miscellaneous writings such as letters and journal entries. The students were given a limited choice of novels, either Stevenson's Kidnapped or Blackmore's Lorna Doone.

The same literature program was prescribed for the first-year students in each of the non-academic programs: commercial, technical and special home economics.²³ The only variation authorized was a supplementary reading list of five titles, mainly biographies and short stories for

²²B.C. Department of Education, Programme of Studies for the High, Technical, and Normal Schools of British Columbia, 1927-1928 (Victoria: King's Printer, 1927), p. 5.

²³Ibid., pp. 5, 38, and 44.

the boys in the technical program.

In contrast to this course, the Programme of Studies for the Junior High Schools of British Columbia, 1927-1928, outlined the following material:

For Class Study.

1. Narrative English Poems - MacDonald and Walker (Dent and Sons), price, 50¢. Part I or Part II or selections from the whole book equivalent to either part.
2. The Golden Treasury of Canadian Verse - A.M. Stephen (Dent and Sons) [Then followed a list of ten poem titles and unspecified sonnets by Lampman to be used to supplement this text.]
3. Two of the following:-
 - Ballads and Ballad Poems (Dent and Sons), price, 45¢.
 - Kidnapped - Stevenson (Nelson and Sons), price, 50¢.
 - Ivanhoe - Scott (Macmillan), price, 50¢.
 - Under the Greenwood Tree - Hardy (Dent and Sons), price, 45¢.
 - Alhambra - Hawthorne (Macmillan), price, 50¢.
 - Quentin Durward - Scott (Nelson and Sons), price, 50¢.
 - David Copperfield's Boyhood - Dickens (Nelson and Sons), price, 50¢.
 - Little Plays from Shakespeare (Nelson and Sons), price, 50¢.
 - An Approach to Tennyson (Nelson and Sons), price, 50¢.
 - The Tempest - Shakespeare (Macmillan), price, 50¢.
 - The Roll Call of Honour - Quiller-Couch (Nelson and Sons), price, 50¢.
 - A Shorter Boswell - Bailey (Nelson and Sons), price, 50¢.
 - Lorna Doone - Blackmore (Macmillan), price, 50¢.
 - Form-Room Plays (Senior Book) (Dent and Sons), price, 50¢.
 - Tales of Action - Collins and Treble (Oxford University Press), price, 60¢ ²⁴

²⁴ B.C. Department of Education, Programme of Studies for the Junior High Schools of British Columbia, 1927-1928 (Victoria: King's Printer, 1927), pp. 15-16.

Even a cursory review of these two course outlines demonstrates that the second offered a much wider scope of material and a greater challenge to the students. But, for all that there are fifteen titles included in the second list, the reader is reminded that the expected limit of work was any two of the titles. Thus, with two prescribed poetry texts for class study plus a list of suggested supplementary Canadian poems, this course was as predominantly a poetry program as the alternative course or as any of their precursors.

This list of fifteen titles includes the following five novels:

Kidnapped - Stevenson
Ivanhoe - Scott
Quentin Durward - Scott
Lorna Doone - Blackmore
Under the Greenwood Tree - Hardy

Again, Ivanhoe has changed its grade placement. Its continued appearance in the curriculum testifies to its acceptability and durability as a novel for class study. But this movement from grade to grade suggests uncertainty as to the most suitable level for its study. Quentin Durward has also changed its grade level since 1921 when it was introduced into the equivalent of grade ten. Blackmore's Lorna Doone and Kidnapped are the only novels common to both versions of this course. Under the Greenwood Tree is an interesting departure from the pattern of

novels prescribed so far. Hardy's novel is an idyllic romance of a rustic village rather than the adventurous, active novel of intrigue. Perhaps the fact that Hardy had only recently died accounted for the introduction of this work into the literature syllabus.

In this grade as in grades VII and VIII, students were required to read independently any five books from a selected list of sixty-nine titles. These titles included a wide variety of literary forms, both fiction and non-fiction. Representative of this range are Palgrave's Golden Treasury, Squirrels and Other Fur-Bearers, Westward Ho!, Julius Caesar, Romance of Western Canada, Cranford, Call of the Wild and The Vicar of Wakefield.

Finally, without finding any clarifying statement in the records of the Division of Curriculum regarding these two different outlines of content for the grade IX English literature course in 1927-1928, this writer has experienced difficulty in being conclusive as to which program in fact prevailed. However, the titles of these publications suggest one possibility. That version outlined in the Programme of Studies for the High, Technical, and Normal Schools of British Columbia, 1927-1928, may have been studied by those grade nine students enrolled in a junior-senior high school or in a senior high school in the

larger centres. The fact that the two anthologies prescribed in this statement were shared with the grade ten English course adds further evidence to this conclusion.

The second version listed in the Programme of Studies for the Junior High Schools of British Columbia, 1927-1928, might well have been the course followed by those grade nine students still enrolled in an elementary-high school in the smaller outlying centres or the separate junior high schools. The patterns of revision inherent in the English courses of grades seven, eight, and nine suggest that the second course outlined is more likely to have been the operative program in junior high schools. Regardless of which course outline prevailed, the very existence of this duplication implies a weakness in the co-ordination of revision committees.

IV. SENIOR HIGH SCHOOL LITERATURE PROGRAM (1928)

Grade X literature. For grade X students the literature program appears to be very limited in its scope and material. In addition to the two anthologies prescribed for grade IX students (English Prose Selections, and Narrative English Poetry), the grade X course, whether academic, commercial or technical, included a choice of one of the following:

1. Scott: Quentin Durward
2. Shakespeare: Julius Caesar
A Midsummer Night's Dream²⁵

Consideration of this literature course for grade X reveals a very interesting feature. It will be noted that the only novel prescribed here was also one of the five novels listed in one of the two programs for grade IX discussed previously. The fact that Quentin Durward was prescribed for two consecutive grades in the same year also leads one to speculate that little thought was given to any type of vertical articulation when the English courses were being developed. One factor that might account for this duplication is that grade IX was technically a part of the junior high school while grade X was the first year of the senior secondary school. It is conceivable, although there is no official statement to this effect, that two separate committees, one for each level of high school, were engaged in developing programs independently of each other.

However, as will soon be seen, Julius Caesar prescribed for grade X was also studied by students in grade XII. It is difficult to know whether this was a direct result of a deliberate double-exposure policy such as a "spiralling program," or further evidence of faulty articulation within the high school English literature program.

²⁵ B.C. Department of Education, Programme of Studies for the High, Technical and Normal Schools of British Columbia, 1927-1928 (Victoria: King's Printer, 1927), p. 7.

A second feature of the literature program at this grade level has been noted in the previous chapter. The close relationship of composition with literature rather than with grammar or language study which characterized the earliest English programs has been maintained as the following composition test demonstrates. The first three items dealt with problems of language usage and faulty expression; question #4 read as follows:

Write a composition of from 200-300 words on one of the following:

- (1) The character of the king in Quentin Durward
- (2) The mob in Julius Caesar
- (3) The Fairy actors in A Midsummer Night's Dream
- (4) The value of a public library to a community²⁶

The implications of the juxtaposition of the fourth topic with the other three are clear. If a student had not remembered one of these three selections well enough to provide material for a substantial essay, he could still earn marks by writing well and thinking clearly about public libraries in the community.

In addition to this composition examination, grade X students also wrote a two-hour literature paper set by the Department of Education. The test comprised several parts and offered optional sections depending on the major literary selection studied during the year. In these

²⁶Public Schools Report (1928), p. V 151.

literature tests the student was expected to discuss or give an account of some portion of the plot of the novel more as an exercise in expression and memory rather than as an exercise in literary appreciation.²⁷

Grade XI (Junior Matriculation and Normal Entrance.)

In this graduation grade, literature was combined with composition under the heading:

Composition and Reading: The principles of English composition...with short essays on a general subject and other subjects based on works prescribed for reading, as follows:

(a) Prose (two books to be selected)

1. Stevenson: Travels With a Donkey and An Inland Voyage
2. Scott: Kenilworth
3. Eliot: Silas Marner
4. Drinkwater: Abraham Lincoln

(b) Poetry (one to be selected)

1. Shakespeare: As You Like It
2. Tennyson: Gareth and Lynette

The books to be selected should be read carefully, but the student's attention should not be so fixed upon details that he fails to appreciate the main purpose and beauty of the work.²⁸

In addition to the above selections, students were required to read for critical literary study works from the MacDonald and Walker text, A Selection of English Poetry, and a choice of either Macbeth or Merchant of Venice.²⁹ The year's work would be tested by two exami-

²⁷ Ibid.

²⁸ B.C. Department of Education, Programme of Studies for the High, Technical, and Normal School of British Columbia, 1927-28 (1927), p. 11.

²⁹ Ibid.

nations of two hours each--one on composition, the other on literature.

Thus, for the grade XI students, literature constituted an anthology of poems and a Shakespeare drama. The novels prescribed, both British, both social and moral documents, continued to be taught to provide raw materials for composition work. Also to be noted is the fact that these same selections were to serve identical purposes for students who were graduating from the technical, commercial or home economics programs.³⁰

Grade XII (Senior Matriculation). Although this grade level was officially equated to first year university arts study at this time, its literature course content might well be reviewed now because within two years grade XII was to become the terminal high school year. At this time, the literature program for this grade consisted of an "elementary study of a number of literary forms to be taken from the short story, the play, the simpler sorts of poetry."³¹ The list of texts for this senior matriculation grade does not include a novel:

³⁰Ibid.

³¹Ibid., p. 28.

Canby: A Study of the Short Story
 Euripides: Electra
 Shakespeare: Julius Caesar
 Sheridan: The School for Scandal
 Ibsen: The Doll's House
An Anthology of Modern Verse (Methuen)³²

This researcher is at a loss to understand why this pattern of texts was selected. Especially difficult is the question already discussed of why Julius Caesar was studied within two years of high school. There is, however, the strong possibility that this being technically a university year, the Department of Education would have only a limited control over the content of the grade XII syllabus. The absence of any novels such as those by Dickens, Austen, Hardy, Conrad, Eliot, or Melville from this senior matriculation year might be considered a good indicator of the limited importance attached to the novel as a literary form to be studied in school during this period.

V. SUMMARY

During the first period of high school re-organization beginning in 1920, a total of nine novels were prescribed either for class study or as supplementary reading. This number was increased to twelve or fifteen by 1928

³²Ibid.

when the first program of studies for the junior high school was promulgated. The difference in the figures is accounted for by the two course outlines for grade IX English (a) and (b) as shown in the following summary table:

SUMMARY OF NOVELS PRESCRIBED

1920 - 1928

Grade	1921-23	1928
VII	Christmas Carol King of the Golden River	Christmas Carol King of the Golden River Treasure Island The Rose and the Ring Alice in Wonderland
VIII	Treasure Island Ivanhoe	Black Arrow Talisman
IX	Kidnapped Lorna Doone	(a)Kidnapped Lorna Doone (b)Kidnapped Lorna Doone Ivanhoe Under the Greenwood Tree Quentin Durward
X	Quentin Durward	Quentin Durward
XI	Kenilworth Silas Marner	Kenilworth Silas Marner
XII	NIL	NIL

In the second period under discussion, the total number of novels had been substantially increased. This increase, concentrated exclusively in the junior high

school grades, reflects the prevailing attitude of Putman and Weir that this level of education should expose the student to a wide range of literary and educational experience. However, with the exception of the two new fairy tales introduced into the grade VII course and the Hardy novel in grade IX, the list is substantially the same as that prescribed under the earlier school system.

The Commissioners' observation in 1925 that "the doctrine of formal discipline...has largely determined the basis for curriculum construction"³³ seems to have gone largely unnoticed in regard to the English literature program of the junior high school.

In the first literature program for the new junior high school, the curriculum developers returned to the traditional classroom writers, Stevenson and Scott, to provide the added interest for these grades. Scott is now represented by five of the fifteen novels authorized, and Stevenson by the same two novels of the earlier program. There is no explanation in the records for these choices of novels; but it would appear that each had considerable merit both as literature and as a source of material for essay writing. The close relationship

³³Putman and Weir, Survey of the School System, p. 42.

between literature and composition which first justified the introduction of the novel into the English programs of British Columbia high schools has been maintained into this period as demonstrated by the questions asked on the provincial high school English examination.

A noteworthy feature of the evidence regarding the selection and prescription of novels for study has been the flexibility and duplication of placement. In one case two different literature courses seem to have prevailed for grade IX students simultaneously. In another case, one novel (Quentin Durward) was authorized for study in two consecutive grades. A few novels such as Ivanhoe and Treasure Island have been changed from one grade level to another. Also, the greatest emphasis on study of the novel has been placed in the junior high school grades. Finally, notwithstanding the greater number of novels now authorized for study in the high school, it was easier for a teacher to neglect the novel because the limits of the literature courses were such that in the six year program only nine out of fifteen titles authorized were required to be studied in class.

For this period, the investigator has not been able to determine conclusively how the selection of texts for the high school English literature program was made. For

the most part, the records and reports of the Department of Education have simply announced the authorization of novels without providing any significant background as to why or how those particular novels were selected.

A suggestion as to how texts and programs were determined is contained in a statement made by Sullivan, Inspector of High Schools. Reporting on the activities and working system of the French Revision Committee (1924), he said:

The members of the University and High School staffs appointed to outline this course spent much time and labour in its preparation. Prior to the Easter holidays the interim report of the committee was printed and forwarded to the teachers of French for criticism and suggestions. These were received and reviewed by the committee, whose revised report is incorporated in the Programme of Studies for the year 1924-25.³⁴

It is conceivable that this was the accepted procedure for the revision of the English program also at this time. But this writer was unable to find any evidence to support this assumption.

³⁴Public Schools Report (1924), p. T 34.

CHAPTER VI

A FURTHER PERIOD OF HIGH SCHOOL ADJUSTMENTS 1928-1935

The previous chapter discussed the introduction of the junior high school into the educational system of British Columbia and the revised English literature program which resulted from the Putman-Weir school survey. Implementation of the Commissioners' recommendations gave rise to many problems of administration and articulation from one level of school to the next.

Problems of articulation. Experience with the new junior high school soon demonstrated the need for more effective integration of curriculum at all levels of the school system. Although the Department of Education had passed legislation to implement the Putman-Weir recommendation concerning the establishment of junior high schools, the majority of students in grades VII and VIII continued to be accommodated in elementary schools. Consequently the transition from the eight-year elementary school into grade IX of the junior high school was considered for many students to be too abrupt. In addition, the old grade X program was not considered to be well adapted to the needs of students who passed through grade IX in the junior high school. The problem of articulating the English courses was specifically identified in the previous chapter in regard

A REVIEW OF THE LITERATURE OF THE SUBJECT

The present chapter discusses the literature of the subject. It begins with a review of the literature of the subject, and then proceeds to a discussion of the literature of the subject. The chapter is divided into two main parts. The first part is a review of the literature of the subject, and the second part is a discussion of the literature of the subject. The first part is divided into two main sections. The first section is a review of the literature of the subject, and the second section is a discussion of the literature of the subject. The second part is a discussion of the literature of the subject, and is divided into two main sections. The first section is a review of the literature of the subject, and the second section is a discussion of the literature of the subject.

The second part of the chapter is a discussion of the literature of the subject. It begins with a review of the literature of the subject, and then proceeds to a discussion of the literature of the subject. The chapter is divided into two main parts. The first part is a review of the literature of the subject, and the second part is a discussion of the literature of the subject. The first part is divided into two main sections. The first section is a review of the literature of the subject, and the second section is a discussion of the literature of the subject. The second part is a discussion of the literature of the subject, and is divided into two main sections. The first section is a review of the literature of the subject, and the second section is a discussion of the literature of the subject.

to the two conflicting courses outlined for the grade IX student, and to the duplication of novels prescribed for study.

The selectivity of the high school. The existing high school did not take into account all students; it still tended to appeal only to those students heading for university, normal school, or business school. A measure of the selectivity of the high schools of British Columbia at this time (1930) can be gained from these enrolment figures:

<u>Grade</u>	<u>Total</u>
IX	7,878
X	5,925
XI (jr. matric.)	3,650
XII (sr. matric.)	562 ¹

The drop-out rate in these grades at this time was approximately 25 per cent from grade IX to grade X, and 38.4 per cent from grade X to the graduation grade XI. As pointed out by G.H. Deane, Municipal Inspector of Schools for Victoria, this high rate of drop-outs was attributable to the strong academic bias of the high school curriculum:

Any retardation which may exist is due mainly to the pupils' attitude towards academic subjects for which they have no aptitude nor inclination. Many high school students are struggling with university matriculation subjects when they should be taking courses more adapted to their abilities and vocational

¹Public Schools Report (1931), p. L 15

future. This is not due entirely to lack of training facilities, but to a large extent surrounds a prevailing public attitude which exalts the university matriculation above all other courses which are equal in educational value and better as a preparation for the students' future careers.²

The six-three-three division. The most far-reaching change advanced by the Superintendent's General Committee to resolve some of the persistent problems of secondary education was to extend the three-year high school to four years leading to a General Graduation Diploma, Normal School Entrance, or Junior Matriculation for university entrants.

With the establishment of the four-year high school program in 1930, the post-elementary school years were grades VII, VIII, and IX in the junior high school, although many grade VII and VIII classes continued to be held in elementary school buildings for want of accommodation, and grades X, XI, and XII in the high school.

New course designations. This alignment of grades prompted the Department of Education in Victoria to institute a more meaningful course number system than that which had heretofore existed. All required courses such as English were now designated by Roman numerals from

²Public Schools Report (1932), p. L 39.

English I in grade VII to English VI in grade XII.

I. THE JUNIOR HIGH SCHOOL LITERATURE PROGRAM

Having reached these administrative decisions, the special committees of high school teachers and administrators set about the task of drawing up the content of the new courses. One of the first tasks to be faced by the junior high school committees was that of articulating the work done by many grade VII and VIII students who were still accommodated in elementary schools with the work of grade IX which was characteristically undertaken in high schools. This problem of articulation was especially acute in English where the work required at the higher level seemed to be disproportionately less than that required in the lower high school grades. These junior high school English courses were considerably lightened as the following will reveal.

Grade VII (English I) literature. In addition to the Reader authorized for study, the students in this grade were required to read:

Prose: for class study, two of the following five:

1. Dickens - Christmas Carol and
Ruskin - King of the Golden River
2. Form-Room Plays, Junior Book
3. Lamb's Tales from Shakespeare

4. McArthur - Familiar Fields³
5. Stevenson - Treasure Island

While this list of prescribed prose literature texts has been substantially reduced from fourteen in 1927 to five in 1932, it retained three of the five novels on the earlier program. Alice in Wonderland and The Rose and the Ring were dropped from the list without explanation after a comparatively short life span of five years in the syllabus.

Grade VIII (English II) literature. In addition to the poetry anthology prescribed, the following selections constituted the major literary studies in the grade VIII English course:

Prose: for class study, two of the following:

1. Scott - Lady of the Lake
2. Stevenson - The Black Arrow
3. Selections from Irving and Hawthorne
4. Scott - Ivanhoe (abridged)
5. Dickens - Cricket on the Hearth
6. Burroughs - Sharp Eyes and Other Essays⁴

Again, at this grade level the list of prescribed texts has been reduced from thirteen to six. The three novels retained in the list are representative of the standard or traditional writers favoured by the curriculum makers since the turn of the century.

³B.C. Department of Education, Programme of Studies for the Junior High Schools of British Columbia (Victoria: King's Printer, 1932), p. 12.

⁴Ibid., p. 15.

Grade IX (English III) Literature. In view of what has been said in the last chapter about the conflicting course outlines for English literature in this grade and about the difficulty encountered in articulating the work of the grade VIII student in the elementary school with that of the high school, revision of this course was imperative. As a matter of fact, this English course underwent three revisions in the five year period, 1927-1932.

In 1929, the grade IX English program which had been adopted only two years previously was completely revised. In addition to a change in poetry texts, the course contained this substantially different listing of novels:

Prose: one of the following to be read carefully and to be used for examination purposes:

Stevenson - Kidnapped
 Kingsley - Westward Ho!
 Cooper - The Last of the Mohicans
 Farnol - The Broad Highway⁵

In 1932 slight modifications to this list were made. The list was extended by the addition of two novels as follows:

Kirby - The Golden Dog (abridged)
 Parker - The Seats of the Mighty⁶

⁵ B.C. Department of Education, Programme of Studies for High Schools of British Columbia, 1929-1930 (Victoria: King's Printer, 1929), pp. 3-4.

⁶ B.C. Department of Education, Programme of Studies for the Junior High Schools of British Columbia, 1932 (Victoria: King's Printer, 1932), p. 17.

At the same time the coverage requirement was reduced from two selections to only one of the six titles. These changes reflect the pattern previously set in the revision of the English courses of grades VII and VIII. That is, the list of prescribed texts has been shortened from fifteen in 1927 to six in 1932. Lorna Doone which had been introduced into the grade IX course as a supplementary reader in 1923 has now been abandoned. Its place has been taken by five novels new to literature teaching in this province; all of them are action romances that may have had particular appeal to the boys of this grade level.

A second feature has been introduced into this list. Whereas in 1926, the Superintendent had been pleased to note that every effort had been made to provide Canadian material in Canadian texts whenever possible,⁷ this interest was reflected exclusively in the selection of poetry and short prose works in the junior high school literature courses. The two novels added to this grade IX course in 1932, are written by Canadians and are set in Canada. As with the other titles on this course, these novels are romantic in their interest; they deal with high adventure, robust activity and intrigue. The St. Martin's Classic

⁷S.J. Willis, Superintendent of Education, Public Schools Report (1926), pp. R 10-11.

edition of The Golden Dog, like the first authorized edition of Ivanhoe, was a severely condensed version for school use. It focused attention on the main plot development and surrendered a large portion of the colour and historical description which might retard the reading and reduce the interest for fourteen year old students.

With the introduction of these two Canadian novels, the literary base for this course has been broadened to include American, British and Canadian writers. In view of the tendency in the past to limit the program to standard Nineteenth Century British authors, this expansion represents a notable departure from earlier selection patterns.

Textbook restrictions. The tendency to reduce drastically the number of authorized texts for classroom study in these junior high school literature courses is of interest in view of an action taken by the provincial government regarding textbooks. During its 1929 session the British Columbia Legislature amended a portion of the Public Schools Act so as to "limit the use of Supplementary Readers in the schools of the Province to those books which are prescribed from time to time by the Council of Public Instruction."⁸ No explanation was found in any of the

⁸Public Schools Report (1929), p. R 10.

records of the Department of Education for this amendment. But its immediate result would have been to discourage any English teacher from introducing into his literature class any new texts which he might have considered valuable in creating and fostering in his students that genuine love of literature which had earlier been established as the main purpose of English literature teaching.⁹

Extensive reading lists. Reference has previously been made to the selected home reading list which was also considered an important aspect of the English literature program after 1927. The reduction in the number of prescribed texts for class study in these junior high grades was compensated for by an increase in the number of titles in the extensive reading lists established by the Department. The apparent increase is as follows

NUMBER OF TITLES LISTED ON EXTENSIVE READING LISTS

<u>Grade</u>	<u>1927</u>	<u>1932</u>
VII	54	76
VIII	46	63
IX	69	93

From the appropriate list for each grade, the student was required to select and read independently at

⁹ B.C. Department of Education, Programme of Studies for the Junior High Schools of British Columbia, 1927-1928 (Victoria: King's Printer, 1927), p. 10.

least two books and give an oral or written report on them.¹⁰ These lists, being an extension of those previously authorized, included many standard novels such as works by Dickens, Scott, Stevenson, and Henty. Also included were several more challenging works such as Swift's Gulliver's Travels, Melville's Moby Dick, Cervantes' Don Quixote, and Gaskell's Cranford.

A more noticeable feature of the grade IX list is that, like all six prescribed novels for this grade, almost all of the selections are of more particular interest to boys. Girls were offered two titles by Dickens, Little Dorrit and The Old Curiosity Shop; a romance by Porter, The Girl of the Limberlost, and a few books about animals.

A special claim of the new program was that it would now take into account the fact of individual differences in students. Up to this time very little differentiation had been made for those students planning to enter university and those intending to go elsewhere after high school graduation. Yet the authorized reading lists seem not to have been aware of the more elementary individual differences in reading interests of boys and girls. Almost all the prescribed texts and the majority of recommended reading selections continued to show a marked

¹⁰ B.C. Department of Education, Programme of Studies for the High Schools of British Columbia (Victoria: King's Printer, 1933), p. 13.

bias in favour of the boys of the junior high school grades.

II. SENIOR HIGH SCHOOL LITERATURE PROGRAM (1933)

Regardless of which program of high school courses they followed--that is, academic, commercial, technical--all students were required to study English at all grade levels. In the senior high school, English studies were allowed approximately 20 per cent of all instruction time. The nature and purpose of the English literature course was stated in the Introduction to the English section of the 1933 Programme of Studies:

The aim of the teacher of literature should be primarily to present the subject-matter of the course in such a way as to capture the imagination and interest of the pupil. With this in view, a course has been outlined which aims to give the pupil a body of poetry which will be of interest to him at the various stages of his developing intellectual and emotional nature.¹¹

The course outline then set out in full the titles of fifty-four poems for careful study in grade IX, and sixty-seven poems, mainly "longer narrative and idyllic poems, and a few fine lyrics,"¹² for intensive study in grade X. A similar literature program with a strong emphasis on poetry is clearly discernible for the later

¹¹Ibid., p. 11.

¹²Ibid.

grades.¹³

However, this is not to suggest that poetry was the only genre considered in the high school grades at this time.

In addition to the poetry, much fine prose is included in the course and the pupil is encouraged to choose for himself certain works from among the masterpieces of our literature. In this way it is hoped that real, personal interest may be stimulated and the habit of reading for pleasure developed.¹⁴

This statement of purpose seems to imply that any study of book-length literature should be a personal matter for the student himself to undertake rather than a subject for classroom study.

The original purpose of studying prose fiction to provide the student with material for writing essays has largely been abandoned. The increased attention given to poetry, plus the stronger reliance on the student to select and report on his independent prose reading have changed the general nature of literary study at least in grades IX to XI. However, as will soon be pointed out, the literature-composition liaison has been maintained for grade XII students.

Grade X (English IV) literature. Except for the home reading list referred to above, no novel or other

¹³Ibid., p. 17-21.

¹⁴Ibid., p. 11.

prose selections were prescribed for grade X students in the Programme of Studies for 1933. Quentin Durward previously studied in this grade and in grade IX was removed from the list of prescribed texts. A marked emphasis continued to be placed on the study of poetry, chiefly narrative as in the earlier grade, and on the study of drama. This drama study centred in readings from Shakespeare, but no attempt was made to study any one of his plays in its entirety.¹⁵

Grade XI (English V) literature. The focus of attention in English V literature remained on poetry--mainly of the Nineteenth Century, with an emphasis on the sonnet and major selections of Wordsworth, Shelley, Keats, and Coleridge--and drama. The drama was confined to two standard high school plays, Julius Caesar and The Merchant of Venice.

Prose fiction was not prescribed for class study, but students were still required to read and report on at least two works from those given in a list prescribed for independent home reading.

Grade XII (English VI) literature. Continuing the trend begun in grade X, the syllabus for English VI pre-

¹⁵Ibid., p. 15.

scribed a choice of Shakespeare--either The Tempest or Macbeth--for close study in class, and a second helping of Nineteenth Century poetry. The literary study aspect of the English VI course consisted of the following:

1. The Great Victorians: Tennyson, Browning, Arnold;
2. The Later Victorians: Swinburne, Rosetti, Henley, Meredith and Hardy;
3. Contemporary Verse: Yeats, Colum, Masefield, Hodgson, Davies, and de la Mare.¹⁶

In addition to these studies of Shakespeare and Nineteenth Century poetry, the official syllabus also stipulated that:

Three of the following books, one to be chosen from each group, are to be read by the student and used for material on which to base essays:

- (a) Eliot: Silas Marner
Thackeray: Henry Esmond
Dickens: A Tale of Two Cities
- (b) Drinkwater: Abraham Lincoln
Barrie: Quality Street
Goldsmith: She Stoops to Conquer
- (c) Ruskin: Sesame and Lilies
Carlyle: Essay on Burns
Addison: Sir Roger de Coverley Papers¹⁷

Thus the three literary genre of novel, essay and modern drama were to be used not so much as a study of literature per se, but as a source of composition material or inspiration. However, the authors of the bulletin did make a modest concession to literature by suggesting that:

¹⁶Ibid., p. 20.

¹⁷Ibid., p. 20.

The books to be selected should be read carefully, but the student's attention should not be so fixed upon details that he fails to appreciate the main purpose and beauty of the work.¹⁸

An interesting feature of this list of selections is that five of the nine titles had previously been prescribed at various grade levels in the British Columbia school system and had been discontinued. More significantly, when the curriculum planners looked around for novels that would be meaningful and useful at this senior grade level in 1933, they reached back thirty years and chose two of the first three novels introduced into the British Columbia high school English program in 1902.

Such a selection causes one to question the standards by which teachers determine the literary fare of their students. Perhaps the most generally applied standard has been that of conservatism, tradition, familiarity. One might also with some justification ask why some of the more contemporary writers were not represented. Hardy's Return of the Native or The Mayor of Casterbridge, Conrad's Nigger of the "Narcissus" or Lord Jim, or Crane's Red Badge of Courage, are some possibilities for this senior grade as are works by Kipling, Wells, Galsworthy, Wilder, Melville, Pearl Buck and Sinclair Lewis.

¹⁸Ibid.

The above is summarized from the report of the
the committee, which was held on 11 June
1944, and is subject to the report of the
committee on 11 June 1944.

An interesting feature of this part of the report

is that it is the only part of the report which

contains a reference to the fact that the

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Although senior matriculation is beyond the scope of this study, it is of interest to note that in 1933 the literature program for first year university students attending high school would still consist of an "elementary study of a number of literary forms to be chosen from the short story, the play, the simpler sorts of poetry."¹⁹ Here, too, the novel played no part in the literary education of British Columbia students.

The virtual exclusion of the novel, which by the 1930's had assumed a major role on the contemporary literary scene, from the basic literature program of the senior high schools seemed not to have been noticed by the compilers of the syllabus. In their introduction to the secondary English program, the writers say of the final aim of the course that it

...should be to create a finer sense of discrimination between the good and the bad in literature--in a word, literary taste. The pupil will be introduced to experiences which are new and which open his eyes to fresh beauties and values in the things about him, to emotional reactions, to the phenomena of life, reactions which are common to all mankind, and therefore make a universal appeal. As a result, his horizons will be broadened and his life enriched and fortified with the wisdom and beauty of the noblest thoughts in our literature.²⁰

Such a demanding and promising final aim for the teaching of English literature to secondary students

¹⁹Ibid., pp. 20-21.

²⁰Ibid., p. 11

would, it seems, require that substantial study of the novel be paramount among the various approaches to its fulfillment. The interbellum years were filled with "the wisdom and beauty of the noblest thoughts in our literature," especially as expressed by the novelists of the "lost generation." Yet, perpetuating the earlier stream of poetic inspiration, the new program did not take cognizance of its new literary responsibility to the youth it sought to teach.

III. SUMMARY

This chapter has reviewed briefly the administrative measures taken to improve the articulation of courses from the junior high school to the high school. The 1932 revisions of the junior high English courses were characterized by a reduction in the number of literary selections prescribed for study. This reduction in the number of selections prescribed for class study was offset to some extent by an increase in the number of titles authorized for use in the outside reading lists. Both resources reflected a marked bias in favour of boys' interests in reading.

The following summarizes the novels prescribed for study during this period:

SUMMARY OF NOVELS PRESCRIBED 1928-1935

Grade	1929	1932	1933
VII	Christmas Carol King of the Golden River Treasure Island Rose and the Ring Alice in Wonderland	Christmas Carol King of the Golden River Treasure Island	Christmas Carol King of the Golden River Treasure Island
VIII	Black Arrow Talisman	Black Arrow Ivanhoe Cricket on the Hearth	Black Arrow Ivanhoe Cricket on the Hearth
IX	Kidnapped Westward Ho! The Last of the Mohicans The Broad Highway	Kidnapped Westward Ho! The Last of the Mohicans The Broad Highway The Golden Dog The Seats of the Mighty	Kidnapped Westward Ho! The Last of the Mohicans The Broad Highway The Golden Dog Seats of the Mighty
X	Quentin Durward	Quentin Durward	NIL
XI	NIL	NIL	NIL
XII	Kenilworth Silas Marner	Kenilworth Silas Marner	*Silas Marner *Henry Esmond *A Tale of Two Cities

*Selections used primarily as sources for essay writing assignments and examinations.

Summary of results of the 1954-1955 season

Grade	1954	1955	1956
VI	On the left side of the road, near the bridge, a small amount of material was found.	On the left side of the road, near the bridge, a small amount of material was found.	On the left side of the road, near the bridge, a small amount of material was found.
VII	On the left side of the road, near the bridge, a small amount of material was found.	On the left side of the road, near the bridge, a small amount of material was found.	On the left side of the road, near the bridge, a small amount of material was found.
VIII	On the left side of the road, near the bridge, a small amount of material was found.	On the left side of the road, near the bridge, a small amount of material was found.	On the left side of the road, near the bridge, a small amount of material was found.
IX	On the left side of the road, near the bridge, a small amount of material was found.	On the left side of the road, near the bridge, a small amount of material was found.	On the left side of the road, near the bridge, a small amount of material was found.
X	On the left side of the road, near the bridge, a small amount of material was found.	On the left side of the road, near the bridge, a small amount of material was found.	On the left side of the road, near the bridge, a small amount of material was found.
XI	On the left side of the road, near the bridge, a small amount of material was found.	On the left side of the road, near the bridge, a small amount of material was found.	On the left side of the road, near the bridge, a small amount of material was found.

*Specimens were primarily in the form of small, irregular fragments.

This brief survey of the literature courses of grades IX to XIII in 1933 has shown that in the five-year program in British Columbia's secondary schools a graduate intending to work in industry or business, like the graduate entering normal school or university, was required to study two from a selection of nine novels. One of these, and that being in the graduate year, was to be viewed mainly as a source of composition material, rather than as a literary form worthy of merit for itself.

Secondly, notwithstanding the stated aim of the secondary English courses--that of introducing the student to "experiences which are new and which open his eyes to fresh beauties and values in the things about him"--the latter five years of the program offered the student only a very limited exposure to the novel. With only two exceptions, every novel prescribed for study in class was written before 1900 with some, such as Ivanhoe and Last of the Mohicans, over a century old. This observation is made not to denigrate the traditional classics--they do not lose their literary value, but gain it with age--but to indicate the extreme conservatism which prevailed in the selection of novels. However, this conservatism was attenuated in 1932, by the introduction into the grade IX course of two Canadian novels of more recent writing. Notwithstanding their interest in and

This paper shows the following results:

There is a significant positive relationship between the level of education and the level of income. The level of education is a significant determinant of the level of income. The level of income is a significant determinant of the level of education. The level of education and the level of income are both significant determinants of the level of income.

The results of the regression analysis are as follows: The level of education is a significant determinant of the level of income. The level of income is a significant determinant of the level of education. The level of education and the level of income are both significant determinants of the level of income.

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concern for the development of their students in an economically depressed and socially demoralized world, teachers offered nothing of contemporary literature in their discussions of the novel.

Finally, there has been no concrete evidence to suggest that any literary standards were used by the selection committees in their choices of novels. The most apparent criterion for selection seems to have been traditional acceptability as demonstrated by the re-introduction of novels first prescribed in 1902. Perhaps it was the absence of meaningful literary criteria which accounted for the complete disappearance of the novel from the literary studies of grades ten to twelve from this period until the Secondary English Revision Committee developed its new high school English program in the 1960's.

CHAPTER VII

A DECADE OF RE-APPRAISAL 1935-1945

I. HIGH SCHOOL CURRICULUM REVISION PROCEDURES

This study of the selection of novels in the secondary school English literature program has made very little reference to revision procedures. The evidence of this study confirms that the English program for the secondary grades has indeed been revised periodically. But for the most part these revisions have either simply been announced as having taken place or they have even more simply appeared as modifications in subsequent programs of studies. The records of the Department of Education make very rare reference to the process by which curriculum decisions were made.

Revision Committees. For the first time in 1936, the Superintendent of Education, in his annual report, gave a full explanation of curriculum development procedures. The following is a brief sketch of the structure of the revision committees as outlined by the Superintendent of Education.¹ The highest group directly responsible to the Superintendent of Education was the Central Revision

¹Public Schools Report (1936), pp. H 26-27.

Committee under the chairmanship of the Assistant Superintendent of Education and consisting of five leading administrators. Below this committee and responsible to it were three General Revision Committees--one for each school level, elementary, junior high, and senior high. Each was staffed by administrative and supervisory personnel. Then, continued the Superintendent:

Under these general committees, over two hundred and fifty teachers, supervisors, normal school instructors and inspectors of schools were selected to revise the programmes of study in the various subjects. All committees, both general and subject, began their work by a study of literature upon curriculum-building, and an examination of modern curricula produced elsewhere.²

One might be led to suggest that the predominance of Department of Education officials and school administrators on these revision committees would account for the conservative and traditional tendencies revealed in previous revisions of English courses. Committees of such officials seem to be unwilling to depart very far from past policies and procedures. Consequently, many of the "new" courses were little more than modifications of earlier courses and carry the authoritarian tone of official pronouncements as to what would be studied in each grade.

²Ibid., p. H 28.

Commissioner of the Department of Education, New York, in his report to the Board of Regents, dated June 1, 1910, states that the Department of Education, New York, has been organized on the basis of the following principles:

1. The Department of Education, New York, is organized on the basis of the following principles:

2. The Department of Education, New York, is organized on the basis of the following principles:

3. The Department of Education, New York, is organized on the basis of the following principles:

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20. The Department of Education, New York, is organized on the basis of the following principles:

II. JUNIOR HIGH SCHOOL ENGLISH LITERATURE CURRICULUM

1936 - 1945

General objectives of literature study. The General Objectives laid down for the teaching of Reading and Literature as set out by the revision committee for junior high school English in 1936 were listed as follows:

1. To create and foster a love of good literature as a source of present and future enjoyment.
2. To develop skill in oral and silent reading.
3. To enrich the student's life by leading him to respond to the intellectual, emotional, and imaginative stimuli of various types of reading.
4. To extend the range of the student's interests and understanding by means of vicarious experience through reading.
5. To develop a critical but tolerant understanding of human behaviour in relation to society and its problems.³

Specific aims of literature teaching. As a refinement of these general aims, the following Specific Objectives of literature teaching in the junior high school were first promulgated in 1936, reprinted in 1939, and again in 1948:

1. To make appreciative reading of worthy books, both prose and poetry.
2. To develop ability to interpret the printed page, emotionally as well as intellectually.

³B.C. Department of Education, Programme of Studies for the Junior High Schools of British Columbia (Victoria: King's Printer, 1936), p. 534; also: 1939 edition, p. 132; 1948 edition, p. 135; #1-4 in 1959 Junior High English Syllabus, p. 7.

3. To give a wider acquaintance with the works of our best standard and contemporary authors.
4. To develop ability to weigh and evaluate what is read, in order to discriminate between the valuable and the worthless, the false and the true.
5. To stimulate a desire for better speech through a growing appreciation of the richness,⁴ beauty, power, and flexibility of our language.

Armed with the new unit concept which had recently been adopted by the junior high school committee, and these objectives of teaching English in the junior high school, the teacher might have been excused had he expected to find a new program which would have encouraged him to approach his task not only with a new vision, but also with renewed vigour. This was to be, after all, an experimental program to be tried, revised, criticized and improved with experience. But he found only an apology:

Owing to the exigencies of time and the consequent inability to investigate thoroughly books submitted for examination, no changes have been made in literature for the coming year. It is hoped that for September, 1937, suitable texts will have been chosen in accordance with the principles expressed in the introduction to the literature course.⁵

Consequently the list of prescribed texts for the junior high school grades, seven to nine, remained unchanged. (See chapter VI). Undoubtedly, the continuing

⁴B.C. Department of Education, Programme of Studies for the Junior High Schools of British Columbia (1936), pp. 177-178; 1939 edition, p. 173; 1948 edition, p. 176.

⁵Ibid., p. 134.

influence of the traditional grammar school education of many administrators and teachers was still being felt in the English curriculum of the junior high school

Notwithstanding the contention of the Programme of Studies that

...one of the great aims in teaching literature is the interpretation and understanding of life. [That] An acquaintance with literature helps the child to live, and to live more abundantly,⁶

one might argue that for the most part the very remoteness in time and place of these romances tempered the degree to which the students interpreted or understood life as a result of reading these selections.⁷

Further limited revision. In 1939 a revised edition of the official Programme of Studies for the Junior High Schools of British Columbia was published. It incorporated many changes in various courses as a result of experience with the new programs which had been initiated as experiments. With just a few minor changes in texts, mainly language and spelling, the English courses already outlined were unchanged. Indeed, those texts which were scheduled to be discontinued in June, 1937, were still prescribed and continued to be prescribed at least until

⁶B.C. Department of Education, Programme of Studies (Victoria: King's Printer, 1936), p. 177.

⁷The writer is indebted to the large number of teachers of long experience who have shared their views with him in informal discussions at workshops and seminars in several locations throughout the province.

1945.

The emphases of the courses and the injunctions to the teachers were identical with those given earlier. These included the precept that reading should be pleasurable as it provides information, broadens sympathies, and opens new fields of exploration. Teachers were again advised to begin with the pupils' own interests, to provide easy access to books within the interest range of the students, to provide a wide range of choice in reading selections, and to emphasize values that enrich the experiences and stir the imaginations of their adolescent students.⁸

Extensive reading requirements. The course outline continued to place the emphasis of the prose literature program on the extensive reading to be undertaken by the student.⁹ The teacher was urged to promote the practice of guided individual reading from a choice of books on the approved reading lists for each grade. Each student was expected--many teachers interpreted this to mean obligated--to read ten books a year, that is, one a month, from those listed and to keep a record of his free reading.

⁸ B.C. Department of Education, Programme of Studies for the Junior High Schools of British Columbia, 1939 (Victoria: King's Printer, 1939), p. 172.

⁹ Ibid., p. 173.

Although the authorized reading lists contained titles of both fiction and non-fiction, the former was predominant and received the larger amount of attention. The reading of novels from these lists constituted the major introduction for most students to this literary form at this time as shown in this statement from the curriculum guide:

While close study of literary forms does not come within the scope of the junior high school programme, opportunity should be given, before the end of Grade IX, for informal acquaintance with such commonly met forms as the drama and the short story. They should be read rapidly for enjoyment.¹⁰

III. SENIOR HIGH SCHOOL LITERATURE PROGRAM

1938 - 1945

The revision work of the senior high school committees was slow in coming to fruition. Whereas the new programs of studies for the elementary and junior high schools came into effect in September, 1936, the full new English program did not become effective until 1939 when the revised syllabus for English VI (grade XII) was adopted as the last phase of a step-by-step introduction.

Grade X (English IV) literature. In September, 1937, the new English IV program for Grade X classes

¹⁰Ibid., p. 174.

Although the statistical results of this analysis
showed that the number of children who were
referred to the hospital was not significantly
different from the number of children who were
not referred to the hospital, the results of the
analysis of the data showed that the number of
children who were referred to the hospital was
significantly higher than the number of children
who were not referred to the hospital.

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than the number of children who were not referred
to the hospital.

III. THE RESULTS OF THE ANALYSIS OF THE DATA

1955 - 1956

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TABLE 1 (Continued) - Results of the analysis of the data
showed that the number of children who were referred to the hospital was significantly higher than the number of children who were not referred to the hospital.

included among its literature texts the following:

1. A Selection of English Poetry
2. Life and Literature Today, Part I
3. Two of the following:
 - (a) Facts and Fiction
 - (b) A Book of Good Stories
 - (c) Abraham Lincoln
 - (d) A Book of Classical Stories
 - (e) A Book of Stories
 - (f) Weather and Winds
 - (g) Recent Inventions

11

With the exception of the poetry anthology which had been adopted in 1926, all these texts were new in this grade X literature course.

Several interesting points can be made about the new texts. As has been pointed out previously regarding such selections as Ivanhoe, Quentin Durward and Julius Caesar, John Drinkwater's episodic drama has changed its grade placement. Abraham Lincoln has been demoted by two grades from grade XII where it had been first introduced in 1931. Secondly, this play was the only substantial full-length selection in this course requiring continuous and concerted study.

The remaining literature selections were short prose items--short stories, essays, biographical sketches, and popular science--intended, it appears, more to offer a wide range of short material to the diverse interests of

¹¹ B.C. Department of Education, Grade I-XII and Senior Matriculation Prescribed Text-Books for 1937-38 (Victoria: King's Printer, 1937), p. 5

the academic and non-academic students than to present these same students with any sustained study of fewer but more challenging literary selections.

But more central to the purpose of this study is the fact that notwithstanding the avowed intentions of the Central Revision Committee to redesign the programme of studies so as to broaden the experience of students, to arouse their emotions and interests regarding their world, no novels either traditional nor contemporary were admitted into this English course, nor any subsequent course in the senior high school literature program.

Grade XI (English V) literature. The objectives of this course were the same as those of English IV, but, the curriculum guide went on to say, "the pupils should be made to feel that English V is a step forward, and that it is a more serious type of course."¹² These objectives as given in the Bulletin were quoted directly from the Introduction to one of the prose texts, Macdonald's Book of Modern Prose:

To arouse and quicken the imaginative, emotional, intellectual interest of the student in the world in which he lives, and in the literature which is, in large part, the expression of what men and women have observed, thought, and dreamed about that world.

¹² B.C. Department of Education, Programme of Studies for the Senior High Schools of British Columbia, Bulletin VIII (Victoria: King's Printer, 1938), p. 7.

and therefore the Government has to be

kept in the knowledge that it is

not a simple matter.

It is not enough to say that it is

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By the study of excerpts from long books and shorter complete pieces, to appreciate a few of the prose forms through which an imaginative and real world has been and may be revealed to us.¹³

To accomplish these objectives the Department of Education prescribed the following texts:

English V Reading and Literature Texts:

1. Macdonald and Walker - Selection of English Poetry, Part II
2. Macdonald - A Book of Modern Prose
3. Shakespeare - one of the following:

<u>Julius Caesar</u>	<u>Henry V</u>
<u>Twelfth Night</u>	<u>Richard II</u>
4. One of the following:
 - (a) Hunter and Whitford - Readings in Science
 - (b) Hart and Perry - Representative Short Stories
 - (c) Alys Mamour - Literature Recitals¹⁴

The basic (prescribed) texts for this course were the first two listed. The choices were considered supplementary readers. This course, then, like its grade X counterpart offered no novels for study or discussion; it offered only short works of a practical or scientific nature and short stories from both standard and contemporary writers. With these limitations the high school English teacher was expected to "arouse and quicken the imaginative, emotional and intellectual interest of the student."

Grade XII (English VI) literature. The new literature course developed for grade XII consisted of only the

¹³Ibid.

¹⁴Ibid.

By the study of literature, the student is
able to develop his ability to understand a text of the
past and to apply it to the present and future.

The student is then expected to understand the

relationship between the past and the present.

English is a language and literature is a

subject which is studied in the English

department of the school.

1. The student is expected to understand the

relationship between the past and the present.

2. The student is expected to understand the

relationship between the past and the present.

3. The student is expected to understand the

relationship between the past and the present.

The student is then expected to understand the

relationship between the past and the present.

4. The student is expected to understand the

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6. The student is expected to understand the

relationship between the past and the present.

7. The student is expected to understand the

relationship.

8. The student is expected to understand the

relationship between the past and the present.

following texts:

1. A.S. Collins - Treasury of English Verse
2. Shakespeare - Macbeth or The Tempest
3. Macdonald - A Book of Modern Prose, Part II¹⁵

Thus, in his matriculation and graduation year a student studied the second portion of an anthology used in the previous grade. The purposes of the collection were simply stated: "The prose selections may be studied for appreciation and for training in reading."¹⁶ After nearly forty years of being in and out of the syllabus of British Columbia high school English programs, Henry Esmond and Silas Marner have been dropped. But no replacements were supplied to fill the vacuum created by their departure.

IV. A MEASURE OF SUCCESS

In 1942, Dr. H.B. King, Chief Inspector of Schools, compared the holding power of British Columbia high schools in 1928 and in 1942. In addition to the changed character of the student body since 1928, the improved retention figures for 1942 were, according to King, attributable to the revised curriculum:

Another factor in improved pupil retention is that the curriculum now is not only more interesting but also more useful and practical. Pupils will continue their studies in school when they feel that they are learning and that what they learn is worth learning.¹⁷

¹⁵Ibid., p. 17

¹⁶Ibid., p. 23

¹⁷Public Schools Report (1944), p. B 37

A comparison of the prose literature programs for these two periods may be instructive. The junior grades of the high school offered considerably fewer literary selections from which to make a program in 1942, but for the most part these selections were the same as those available in the longer lists of 1928. In grades IX and X the student was exposed to a much wider and more interesting range of literature in 1942. Whereas in 1928 a grade IX student studied either Kidnapped or Lorna Doone, fifteen years later his choice was widened to six novels. A grade X student studied a choice of Quentin Durward or one of two plays in 1928; in 1942 the selections were shorter but offered a wider range of material and it seems, a more direct appeal especially for the non-academic student.

It is in the two upper grades that one might more effectively challenge King's contention that the 1942 curriculum in English literature was "not only more interesting but also more useful and practical" than that offered in 1928. The novels of Scott and Eliot and the travelogues of Stevenson had been replaced by two anthologies of the "reader" type and a collection of short stories. The grade XII program which had consisted in 1928 of four dramas, an anthology of modern poetry and a collection of short studies, had, by 1942, been pared to one Shakespeare play, an anthology of poetry and a book

of modern prose. In these two grades there was no departure from the traditional format of English literature studies to parallel the appreciable extension of the middle years of high school.

For this conservatism Dr. King may have provided a clue when he observed that the program changes had not been universally approved.

There are vested interests in education, vested interests in subject matter and in the school timetable. A decrease in the time given in the high school to a subject which is continued in the university ultimately affects the size of university classes in that subject.¹⁸

One is led to question whether the fact that English was not only a constant subject in all grades of the high school but also a focal point for matriculation requirements might not have engendered this conservatism in curriculum matters. The influence of the university seems certainly to have had some bearing on the fact that all students, regardless of their program--academic, technical, commercial or vocational--were required to study the same English courses as were accepted by the university for matriculants.

¹⁸Ibid., pp. B 37-38.

V. SUMMARY

This chapter has outlined briefly the general mechanics by which high school courses were revised from time to time. No specific reference to revision of the English program was found for this period, 1935-1945. But evidence has been given to suggest that the direction of revision was governed by the prevailing philosophy of progressive education.

The revisions in the junior high school English literature courses consisted of a reduction in the number of selections prescribed. But the following summary shows that the novels prescribed for class study in the junior high grades in this period were unchanged from those prescribed in 1932.

SUMMARY OF NOVELS PRESCRIBED - JUNIOR HIGH SCHOOL GRADES
1936 - 1945

Grade VII	Christmas Carol King of the Golden River Treasure Island
Grade VIII	Black Arrow Ivanhoe Cricket on the Hearth
Grade IX	Kidnapped Westward Ho! The Last of the Mohicans The Broad Highway The Golden Dog Seas of the Mighty

THE EVIDENCE

The evidence has been divided into three main categories by which the jury will be guided. The first is the evidence of the physical facts, the second is the evidence of the mental facts, and the third is the evidence of the moral facts. The physical facts are those which are directly observable by the senses, and the mental facts are those which are inferred from the physical facts. The moral facts are those which are inferred from the mental facts.

The evidence of the physical facts is the most certain and the most abundant. It is the evidence of the things which are seen, heard, felt, or otherwise perceived by the senses. The evidence of the mental facts is the evidence of the things which are thought, felt, or otherwise perceived by the mind. The evidence of the moral facts is the evidence of the things which are judged to be right or wrong, good or bad, by the conscience.

The evidence of the physical facts is the most certain and the most abundant.

The evidence of the mental facts is the evidence of the things which are thought, felt, or otherwise perceived by the mind.

Physical Facts	Mental Facts
Things seen, heard, felt, or otherwise perceived by the senses.	Things thought, felt, or otherwise perceived by the mind.
Things which are directly observable by the senses.	Things which are inferred from the physical facts.
Things which are judged to be right or wrong, good or bad, by the conscience.	Things which are inferred from the mental facts.

This list continues to reflect the traditional British literary classics that characterized the literature programs of the early high school grades and were criticized by Putman and Weir in 1925. However, a continued emphasis on the student's individual reading program provided a fuller literary study than the above summary would suggest.

The literature courses of the senior high school grades in this decade, 1935-1945, are noteworthy for the complete absence of the novel. The hardy perennials, Silas Marner and Henry Esmond, among the first novels introduced into the British Columbia high school English program in 1902, have disappeared from the syllabus without replacement.

This is a summary of the work of the Librarian
 during the past year. The Librarian has been
 engaged in the study of the history of the
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The Librarian has been engaged in the
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CHAPTER VIII

A PERIOD OF MODEST CHANGE AND A MAJOR ENQUIRY

1945 - 1960

I. ADJUSTMENT OF SECONDARY SCHOOL CURRICULUM (1949-1954)

The major outcome of the deliberations of the Central Curriculum Committee during the period 1947-1949 was a new secondary school program. The program approved by the Minister of Education, the Provincial Board of Examiners and the Senate of the University of British Columbia came into effect in September, 1949. It was designed to serve several purposes.

The major intent of this re-adjustment of curriculum in the high schools was to make provision for two broad programs. One of these was designed to qualify a student for university entrance by emphasizing academic subjects; the second was to provide a broad general education which would result in high school graduation without matriculation. At the same time a system of "majors" and "electives" was instituted to encourage students to investigate more deeply any potential interests they may have.¹

Alternate English courses. To accommodate the two

¹Public Schools Report (1949), p. N 29.

THE HISTORY OF THE UNITED STATES IN THE 19TH CENTURY

1800 - 1860

1. THE UNITED STATES IN THE 19TH CENTURY

The 19th century was a period of rapid change and growth for the United States. It was a time when the country expanded its territory, developed its economy, and established its political system. The United States emerged as a major power in the world, and its influence was felt in many parts of the globe. The 19th century was a time of great achievement and progress, and it laid the foundation for the modern United States.

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THE UNITED STATES IN THE 19TH CENTURY

programs--university entrance and general program--alternate courses in English were established in grades X-XII. This bifurcation at each grade level was accompanied by a re-designation of course numbers. Beginning in September, 1949, the course designations were as follows:

Grade VII - English 7	Grade X - English 20, 21
Grade VIII - English 8	Grade XI - English 30, 31
Grade IX - English 10	Grade XII - English 40, 41
	91, 93.

In grades VII to IX all students were required to follow the same program of studies; in the upper grades those students electing to follow the university program chose English 20, 30, 40. Those grade XII students wishing to major in English were required to take English 91 concurrently with English 40. Those students following the general program could, if they chose, take the sequence English 21, 31, 41, 93(Business English); however, they were allowed to follow the more academic English stream if they wished.²

II. SENIOR HIGH SCHOOL ENGLISH LITERATURE (1954-1960)

The revision of the senior high school English program begun in 1949 took five years to complete. By

²B.C. Department of Education, Administrative Bulletin 1950--Curriculum Adjustment for the Secondary Schools of British Columbia (Victoria: King's Printer, 1950), pp. 23-26.

1954 the new double-track program for the senior grades had been fully implemented. The reason for creating these alternate courses was stated in the program of studies as follows:

We must provide for our superior students an enriched program in English that will present an intellectual challenge and permit the satisfaction of achievement. That provision is attempted in English 20, 30, and 40. For the slower learners and, in general, for students below average, we must also provide a challenge that is within their power to accept. That provision is made in English 21, 31, and 41.

Two advanced elective courses, English 91 and English 93 are provided. The former is a literary type of course intended generally for those whose achievement in English is above average. English 93, Applied English, is designed for Commerce students and for those on the General Programme desiring a good practical advanced elective course.³

The objectives of English study. The general aims and objectives of English study were viewed as being consistent with the general purpose of all education in promoting a three-fold development of students as follows:

1. Social development leading to active participation in the life of our democratic society.
2. Individual development leading to effective personal living.
3. Vocational development leading to competence in earning a living.

The study of English is essential to this development... that [students] may be able to...discriminate truth from falsehood...they may also learn to read well and widely. Only through reading can they obtain a

³B.C. Department of Education, Senior High School English, 1954 (Victoria: Queen's Printer, 1954), Foreword, p. 5.

knowledge of the cultural heritage of the past and a clear vision of those ideals which are part of our Canadian inheritance.⁴

Specific aims of English study. Among the specific outcomes of these new programs in the senior grades, the following were considered to be desirable:

The English programme should leave students...with an appreciation of the aesthetic, spiritual, and moral values which training in the creative reading of literature fosters.... [It] should help the student to understand himself and the world about him, for it is through the vicarious experience gained through literature that mind, spirit, and imagination are stimulated....

To sum up, the specific attainments aimed at in the reading of prose literature are;

1. The development of a zest for reading and the habit of reading widely.
2. The development of effective habits and skills in reading for meaning.
3. The development, as the outcome of the study of literature, of appreciation, enjoyment, and understanding of good literature so that the pupils will continue to read such literature after they have left school.⁵

These objectives and desired attainments were still to be realized both by intensive study of literature in class and by guided individual free reading from authorized lists. The intensive study of some of the types of literature presented in the texts was to provide preparation for the more extensive reading or other selections of the same type.

In view of the declared close relationship said to

⁴Ibid., p. 9

⁵Ibid., pp. 9 and 19.

exist between the functions of intensive reading and extensive reading and the slight numerical advantage of fiction over non-fiction in the authorized free reading lists⁶ one might well question the textbooks prescribed for these senior grades.

Grade X literature (1954). The following is a list of prescribed texts for the two grade ten literature courses:

English 20

1. Leaver: Modern Literature for Schools
2. Drinkwater: Abraham Lincoln
3. G. Fred McNally (ed.): A Book of Good Stories
4. Life and Literature Today, Part I

English 21

1. Dew, et al.: Poems Past and Present
2. Knight and Traxler: Develop Your Reading
3. A Book of Good Stories [McNally]⁷
4. Life and Literature Today, Part I

The first observation that can be made is that, as in the case of the previous grade X program, no novel was prescribed for class study in either the university program, nor the general program. But further, a comparison of these two lists reveals that there was very little difference between these two programs, especially when

⁶Ibid., pp. 43-44; 87-89; 103-106. [Without allowing for duplicated titles, these three reading lists contain 239 fiction selections, predominantly novels, and 207 non-fiction book titles.]

⁷Ibid., p. 31.

one knows that both classes used the same language work-book.

The English 20 program was ostensibly designed to "provide for our superior students an enriched programme in English that will provide an intellectual challenge and permit the satisfaction of achievement."⁸ It arose out of the contention that the work required of the superior student had not been sufficiently challenging to him. But three of the four texts for the "new" course were the same as those prescribed when English IV was introduced into the curriculum in 1937. Modern Literature for Schools was an anthology containing a varied assortment of short stories, poetry, two one-act plays, and essays and memoirs. From these short selections the teacher was to develop those skills, appreciations and understandings which would enable the student to read with skill, appreciation and understanding any ten selections from an outside reading list that included such novels as Arrowsmith, David Copperfield, The Black Rose, and Pride and Prejudice.

An interesting feature of the English 21 text selection absent from the English 20 list is an anthology of poetry. This leaves the impression that poetry was considered more appropriate and meaningful for the

⁸Ibid., p. 5.

and found that the same was true of the other side.

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The object of the present work is to show that

the same is true of the other side of the coin.

It is to be noted that the present work is not a

translation of the original work, but a

re-translation of the original work into the

English language, and it is to be noted that

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general program student than the "superior students" of the university program. Noticeably absent from the requirements of this course is an intensive study of the novel or non-fiction book which might have prepared the student to select and read more effectively his required five books from the authorized list which included such novels as Drums in the Forest, Call of the Wild, Escape on Skis, Greenmantle, and The Pied Piper; or such non-fiction titles as Microbe Hunters, Kon-Tiki, and Royal Road to Romance.

Grade XI literature (1954). Almost the same remarks that were made for the two grade X English courses can be equally well applied to the grade XI courses as can be seen from the following lists.

English 30:

1. MacDonald and Walker: A Selection of English Poetry.
2. Gray, Upjohn and Knight: Prose of Our Day.
3. Shakespeare: Julius Caesar.
4. Hart and Perry: Representative Short Stories.

English 31:

1. Canada Book of Prose and Verse: Golden Caravan.
2. Voaden: On Stage.⁹

This course also reflects a narrowing of interests rather than the broadening of the student's outlook that might have been expected from the preliminary statements in the programme of studies. The poetry text and the short

⁹Ibid., p. 71.

anthology are the same as those introduced in 1938; the prose text has changed, but the format and outlook are the same. The choice of plays has been reduced in the case of English 30 from four to one. The texts for English 31 are new to the syllabus.

But still the novel was not introduced into the program notwithstanding the fact that free reading was considered an integral part of the English literature program. To satisfy the credit requirements of their literature study, English 30 students were required to read a minimum of ten books from the list per year; English 31 students were required to read five. It is conceded that the lists were almost equally divided between long fiction and non-fiction, and that instruction in reading the essay, biographical and historical excerpts could be an effective introduction to non-fiction. That fiction rather than non-fiction is more often read as a leisure time activity was recognized by the suggestion that six out of the ten titles or three out of the five for English 31 students should be fiction.¹⁰

The curriculum guide placed such strong emphasis

¹⁰Stella S. Center and Gladys L. Persons, "The Leisure Reading of New York City High-School Students," The English Journal, XXV (Nov., 1936), pp. 717-726; Elbert Lenrow, Reader's Guide to Prose Fiction (New York: Appleton-Century Company, Inc., 1940), pp. 13; 41-42.

on the role of literature as a conditioner, and molder of ideas and ideals that it is difficult to justify the absence of the novel, a major literary form, from the studies of these grades. The curriculum guide identified the teacher's function and the purpose of literature at this level as follows:

The teacher of literature seeks to increase the enjoyment of the pupil by introducing him to new ideas, worthy ideals of life and behaviour, knowledge of man himself and his relation to others. Knowledge of the best that has been thought and felt as it is expressed in literature stimulates and deepens thought, broadens sympathy and intensifies emotion and thus promotes enjoyment.¹¹

Grade XII literature (1954). Little new is left to be said about the grade XII program. The course was merely an extension of the grade XI syllabus:

English 40

1. Lester, John (ed.): Essays of Yesterday and Today
2. Lewis, C.E. (ed.): Poems Worth Knowing
3. Shakespeare: Romeo and Juliet

English 41:

1. Argosy to Adventure
2. Shakespeare: Macbeth¹²

Although the titles are changed from those prescribed in 1939, the nature of the English 40 course is identical to its predecessor. But in view of the stated aim of providing an enriched course for the superior student, the

¹¹B.C. Department of Education, Senior High School English, 1954 (1954), p. 18.

¹²Ibid., p. 93.

resultant course implies that the superior student of 1954 was less able than the junior matriculant of 1934 to read and discuss a major novel.

A further consideration is the inclusion of Macbeth rather than a novel in the program for "the slower learner and, in general, for students below average" who were enrolled in the English 41 course. One might suggest that for the level of student for whom this course was intended, an interesting and challenging novel would have been more appropriate than a Shakespeare drama. A few such novels that might have been considered are Random Harvest, Bridge of San Luis Rey, The Good Earth, Barometer Rising or Two Solitudes, The Third Man or Animal Farm. All of these are contemporary and possess some relevance for the lives of students about to graduate into a complex and demanding society.

A brief mention should be made here of the English 91 course offered to grade XII students as an advanced elective. Described as "a literary type of course intended generally for those whose achievement in English is above average,"¹³ English 91 surveyed British literature as represented in the text Adventures in English Literature. The study of this course was likened to a "grand tour" of

¹³Ibid., p. 5.

"all that is best in our cultural heritage."¹⁴ However, the course offered nothing outside the survey text to suggest the contributions to this cultural heritage of Austen, Bronte, Conrad, Dickens, Eliot, Fielding, Galsworthy, or other novelists.

III. THE TEACHING OF READING AND LITERATURE IN THE SENIOR HIGH SCHOOL (1954)

The programme of studies which embodied the "new" English courses for the senior high school grades contained a major section entitled "Suggestions for the Teaching of English." Consideration of the material under that heading suggests that the content of these courses was not consistent with the stated intentions of the curriculum planners.

Notwithstanding the absence of the novel from the prescribed texts in these high school grades, students, by being obliged to read a required number of selections from a recommended reading list, would become acquainted with the novel as a literary form. But among the suggestions given to teachers of literature is the following. "There are many ways of looking at a literary work in order to discover the author's purpose, but certainly intensive

¹⁴Ibid., p. 117.

study is necessary to teach students how to read a selection of literature if they are to do more than understand the literal meaning."¹⁵ Having set down in general outline the purpose of intensive study of literary forms, the curriculum writers then specify twelve abilities that require training if the student is to discover the significant meaning of what he reads.

Included among these skills are, first, "ability to understand fiction in its varying forms, such as novel, short story, drama and poetry," and later, "ability to analyse plot, discover significant detail, enjoy foreshadowing, appreciate suspense and climax...to discover themes or main idea implied by character, plot, setting."¹⁶ These skills were to be developed by the teacher during the discussion periods in literature as preparation for the students to undertake their own reading program. This extensive reading was considered "practice in reading appreciatively."

It is conceded by this writer that all of the skills to be developed could be realized by studies of short stories, plays, poems and essays. But their application to the novel requires some modification, especially if the reader is to perceive and appreciate the unique features

¹⁵Ibid., p. 18.

¹⁶Ibid., pp. 18-19.

of the novel as an art form. The teacher is advised that not all the prose selections in the texts can be studied intensively, "but it should be the rule that at least one type of literary form be studied intensively."¹⁷ To this end, "the assigned texts illustrate many forms: the short story, the essay on many subjects, the novel (selected chapter), personal memoirs."¹⁸

Thus, the senior high school student was to learn how to read appreciatively by intensive study of short prose, and to practice reading appreciatively by extensive reading of prose fiction and non-fiction. The implication seems to be that close study of extracts and short features would adequately provide the senior high school student with the abilities and skills necessary to master the "significant meanings" of the novels when he reads them independently.

But this contention had been challenged by Bertha Handlan in her study at the University of Minnesota in 1945. In her discussion of free reading as an approach to literary appreciation, Miss Handlan concluded that "the reading which students do on their own and the literature which they study in a classroom are so dimly related in form, interest, and level of maturity that the transfer

¹⁷Ibid., p. 19.

¹⁸Ibid.

from one to the other exists only in our minds, not the students'." ¹⁹

IV. JUNIOR HIGH SCHOOL ENGLISH REVISION 1954-1960

Concurrently with the major revision and re-organization of the senior high school syllabus into the double programming system, the English courses of the junior high were slightly modified. At each of the three grade levels a new anthology was introduced and a series of language texts was adopted. In both cases an attempt was made to provide a continuity of study from grade to grade. ²⁰

The rest of the literature program needs only to be listed here in order to show the direction of change that has taken place since 1945.

¹⁹ Bertha Handlan, "The Fallacy of Free Reading," The English Journal, XXXV (April, 1946), p. 182.

²⁰ The literature texts formed a series of three published by Ryerson and Macmillan: Beckoning Trails (grade VII); Life and Adventure (grade VIII); and Our Heritage (grade IX).

	<u>Prescribed</u>	<u>Supplementary</u>
English 7	<u>Treasure Island</u>	<u>A Christmas Carol</u> <u>King of the Golden River</u> ²¹
English 8	NIL	<u>Lady of the Lake</u> <u>The Black Arrow</u> <u>Ivanhoe</u> <u>Cricket on the Hearth</u> <u>Selections from Irving</u> <u>and Hawthorne</u> ²²
English 9	<u>Kidnapped</u> <u>Seeds of the</u> <u>Mighty</u> <u>Selected Stories</u> <u>from Canadian</u> <u>Prose</u> ²³	

It will be noted that no changes have been made in the novels of this list since at least 1936. Secondly, it must be pointed out that the texts listed as supplementary material were not necessarily available to all students. Texts which had previously been prescribed but were no longer used as such could be retained in a school and used as supplementary texts if a teacher so wished. But the Department of Education did not issue new copies of these texts unless they were prescribed. It appears from remarks made by Mr. J.F.K. English, Director of Curriculum and

²¹B.C. Department of Education, Junior High School English 7 (Victoria: Queen's Printer, 1953), p. 14.

²²B.C. Department of Education, Junior High School English 8 (Victoria: Queen's Printer, 1954), p. 12

²³B.C. Department of Education, Junior High School English 9 (Victoria: Queen's Printer, 1955), p. 14.

Assistant Deputy Minister, in reply to a submission by the B.C.T.F. Curriculum Committee, that financial considerations lay behind the decision to recall into service these old texts. "It is to be remembered," he said, "that the textbook branch operates on a stated amount of money voted by the legislature."²⁴

A third feature of this "new" program is that the literary offerings are considerably more limited than has previously been the case. This is particularly evident in regard to the English 10 (grade IX) course which now provides a choice between two novels compared to a choice from among six titles in 1949.

Further slight modifications to these junior high school English courses were made in 1957. First, the addition of Dr. Solomon Cleaver's Jean Val Jean, an adaptation of Hugo's Les Miserables, to the grade VII course provided the students with a choice of two out of three novels: Treasure Island, A Christmas Carol and Jean Val Jean.

Secondly, the grade VIII course was modified to provide the following choices:

- (a) one of Moonfleet or The Kon-Tiki Expedition
- (b) one of Ivanhoe or Lady of the Lake

²⁴B.C.T.F. Curriculum Committee Minutes, June 15, (1954) (mimeo).

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The introduction of Kon-Tiki was to provide students with an interest in non-fiction as a stimulus to broader reading. Falkner's Moonfleet continued the tradition of romantic adventure with its smugglers, diamonds, dungeons, intrigue and escape.

No further changes were made in this period to the grade IX course.

V. TEXTBOOK SELECTION POLICIES

A major factor in the revision of a curriculum is the selection and adoption of suitable textbooks. The criteria of suitability will influence not only the selection of the texts but also the nature of the course for which they are prescribed. H.L. Campbell, Superintendent of Education and Director of Curriculum in 1953, indicated the requirements of the Department of Education regarding the choice of texts. When the decision had been made to revise a course or to change the text for a course, the Department invited Canadian publishers to submit texts for consideration. A careful examination was made of each submission by an appraisal and selection committee comprising outstanding teachers and university professors in the subject area under review. The standards of the committee were clearly specified by Dr. Campbell as follows:

Particular consideration is given to those published in Canada, and every encouragement is given to the submission of manuscripts by Canadian authors. Where no purely Canadian text can be found to meet the requirements, steps may be taken to secure a Canadian edition of the best of the British or American texts submitted. This edition is made by Canadian authors and is published in Canada and, where possible, in British Columbia.²⁵

Officials of the Department seemed to be inordinately proud of their attitude of Canadianism and provincialism. In his first report as the Director of Curriculum, J.F.K. English pointed out that more than half the new texts prescribed in all subjects during the year 1953-54 were written or edited by Canadian or British authors; that of these, five books represented works by British Columbia writers; and that the majority of the texts were published in Canada by Canadian firms.²⁶

Selection of English texts. This guideline for the selection of texts was confirmed by Mr. Ian F. Douglas, Chairman of the Senior High School English Revision Committee from 1950 to 1954 and Principal of T.J. Trapp Technical High School, New Westminster. In an interview with the writer, Douglas indicated that the Department of Education set very few specific terms of reference for

²⁵Public Schools Report (1953), p. 29.

²⁶Public Schools Report (1954), p. O 30.

the English Revision Committee. But there was a certain stricture regarding the source and nature of the texts which the committee were expected to evaluate and recommend for adoption. Mr. Douglas ventured the opinion that this restriction to Canadian and British Columbian authorship limited considerably the scope and choice of English texts and the resultant courses.²⁷

Less definite observations can be made to account for the total absence of the novel from the prescribed courses for the senior high school. One of two tentative suggestions advanced by Mr. Douglas was that the prescription of novels on any scale would have involved a much larger expenditure of money by the Department of Education than had previously been the practice. Douglas was careful to note that the Department did not place any figure on the cost of new text investments. Nevertheless, the committee seemed to feel that any drastic departure from former practices would not have found ready favour with the authorities.

Secondly, Mr. Douglas suggested that, during this

²⁷ The writer is indebted to Mr. Ian Douglas for his kindness in advancing these views in the absence of minutes and reports of his committee's deliberations. Most of these views are supported in a letter received from Mrs. Muriel MacKay Scace, Director of Educational Reference and School Service, who served as liaison between the committee and the Department of Education.

period, teachers were not sure just what to do with a novel in class at this level. The short story, the poem, and the essay--all being short--could be readily adapted for study in one or two or at the most three periods. Drama could readily be conceived as an activity requiring either oral part readings or improvised dramatizations. But the study of the novel did not lend itself to either of these approaches and would involve a protracted period of class time. Mr. Douglas commented:

We were acutely conscious of time limitations in [high school] English. Then, as now, fewer than 140 lesson hours [were] available for all English. Introducing the novel would necessarily displace some traditional component of the curriculum.²⁸

This latter observation is reminiscent of the overly extended studies of the novel which seemed to have prevailed during the 1920's and 1930's. Perhaps it was an awareness of this practice of thorough and exhaustive study in their own school days which prompted members of the committee to exclude the novel as a suitable literary genre for class study in the senior high school in the 1950's. Both Mr. Douglas and Mrs. Scace have pointed out that notwithstanding the absence of the novel from any prescribed list of texts, the principle of guided free reading and the

²⁸Ian F. Douglas, Letter to the writer, dated August 13, 1966.

requirement that a student read either five or ten books with a balance between fiction and non-fiction ensured that a high school student was at least familiar with the novel as a literary form.

Text selection criteria. In reply to an enquiry made by the writer regarding the criteria by which textbooks were selected or rejected by the Department of Education, Mr. John R. Meredith, Assistant Superintendent (Instruction) and Director of Curriculum, wrote,

As a matter of policy we do not provide descriptions of reasons for discontinuing a particular book or books. As a general principle books may be dropped from the Prescribed Text-Book List and replaced with other books where it is in the opinion of the Revision Committee an improvement in the course to make a new book available. ²⁹

However, a mimeographed booklet printed by the Department to help teachers make more effective use of supplementary English texts set out the following criteria used in the selection of these books:

1. Literary value - style and quality of writing, ability to stand the test of time, readability.
2. Suitability for the experience and maturity level of the pupils.
3. Positive contribution to pupils' enjoyment and appreciation of English literature.
4. Moral quality - high ideals; enrichment of understanding of life, encouraging development of

²⁹J.R. Meredith, Letter to the writer, dated August 11, 1966.

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desirable attitudes.

5. Provision of satisfactory examples of good writing - plot, characterization, etc.³⁰

This is the first explicit statement published by the Department of Education to indicate what standards were considered for the adoption of literature texts. With some modification these criteria are recognizable as those set by the Secondary English Revision Committee established in 1960 shortly before the publication of the Chant Report.

VI. THE CHANT ENQUIRY AND REPORT

The Royal Commission of Education in British Columbia, under the chairmanship of Dean S.N.F. Chant, established by Order in Council on January 17, 1958, was directed to investigate and report on all matters of the provincial educational system from kindergarten to university, except matters of educational finance. It must be made clear that, although there are always undercurrents of criticism and dissatisfaction in any public education system, this Commission, unlike the Putman-Weir Survey of 1925, was not established out of any widespread opposition to the prevailing system, nor any concerted demand for major change.

³⁰ B.C. Department of Education, Some Suggestions for Teaching the Supplementary Texts for English 7 and 8. (Victoria: Queen's Printer, 1957), p. 1-2.

1. The Commission on the Status of Women, established in 1946, was the first of its kind. It was created by the United Nations to study the position of women in all countries and to make recommendations for their improvement.

It is the first of its kind in the world. The Department of Education in London was the first to establish a similar department. It was created by the United Nations to study the position of women in all countries and to make recommendations for their improvement. It is the first of its kind in the world.

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Rather, it was felt that this was an opportune time in the history of the province to re-assess its education program.

The following matters from the Report of the Royal Commission on Education (1960), more commonly referred to as the Chant Report, are those which have some direct bearing on this study.

Change of high school structure. One of the major changes recommended by the Report and implemented by the provincial government concerned a change in the high school structure. The Commissioners urged that grade VII, which had, since the Putman-Weir Report of 1925, been the first year of junior high school, become a part of the elementary school. They also recommended that grade X be removed from the senior high school to become the upper limit of the junior high school. These two changes resulted in a seven-three-two structure for elementary, junior high and senior high schools. Accordingly, this study will now disregard the literature program of grade VII.

English as a core subject. Secondly, the Commissioners expressed concern that the aims of education were too general and lacked a focal point for concerted effort in the schools. This vagueness of aims had given rise to a

proliferation of "frill subjects" which could all claim to be implementing the stated aims of education.

As a partial panacea to this generality of aims, the Commissioners recommended

...that the primary or general aim of the educational system of British Columbia should be that of promoting the intellectual development of the pupils, and that this should be the major emphasis throughout the whole school programme.³¹

This emphasis on the intellectual development of the student gave rise to a hierarchy of school subjects which the Commissioners described in terms of concentric circles: the central or core subjects would be "the word and number subjects [which] are basic in the structure of any school curriculum."³² Thus, at the centre of the school program would be arithmetic and mathematics, and English language arts. Encircling these two studies would be the "inner subjects" of the sciences, the social studies, and foreign languages; the "outer subjects" include the arts, physical education, home economics, industrial arts and health and personal development.³³

In keeping with their concept of the central sub-

³¹Report of the Royal Commission on Education
(Victoria: Queen's Printer, 1960), pp. 17-18.

³²Ibid., p. 294.

³³Ibid., p. 284.

jects to foster the intellectual development of the student, the Commissioners suggested that, as an illustration, the time allotment given to the study of English in grade VIII be increased by 25 per cent so that English teaching would now account, theoretically, for about 25 per cent of the total instructional time of a grade VIII student. Proportionate increases for subsequent grades were implied but not specified.

A measure of success in senior English. Among the various devices used by the Commissioners to assess the prevailing educational program of the province was a survey of university students to determine their attitudes toward, interests in, and criticisms of their various courses and programs in school. A summary of some of their findings concerning high school English follows:

Fifty-five per cent of the university students [surveyed], when in Grade XI, found English to be either "very interesting" or "interesting," and 45 per cent either "uninteresting" or "boring," due about equally to the teacher and the subject. In Grade XII a larger percentage found English either "interesting" or "very interesting," 65 per cent found it so due to the teacher, and 72 per cent due to the subject. The remaining pupils found it either "uninteresting" or "boring." Regarding the difficulty of the subject, 45 per cent of the students in Grades XI and XII found it "just right," 29 per cent "easy," and 26 per cent "difficult."³⁴

³⁴Ibid., pp. 295-296.

The Commissioners state that the percentage of university students who found high school English either "interesting" or "very interesting" was not as high as for several other senior high school subjects. But, whether or not the subject has interest, it needs to have some lasting effects, preferably some future utility for the individual. In the case of literature teaching this effectiveness was judged by the Commissioners in terms of the use that students, especially university students, made of books. In this matter, the Commissioners found that 43 per cent of the students stated that they had "seldome" or "never" used the library for English, and 46 per cent "seldom" or "never" for recreational reading.³⁵

From this evidence the Commissioners arrived at the following conclusion and recommendation:

It would seem that the English courses in Grades XI and XII do little to encourage reading beyond the limit of what is required in the course. These findings are particularly pertinent in view of the fact that the students replying had entered university.

The Commission recommends that the courses in secondary school English be revised with an aim toward making them more effective for creating added interest in good reading.³⁶

Thus were laid the foundations for the current revision of high school English--the subject of the next chapter.

³⁵Ibid.

³⁶Ibid.

The Commission also had the opportunity to

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"American" in the literature of the past and

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CHAPTER IX

A SHORT PERIOD OF EXTENSIVE REVISION - THE 1960's

The revision of the high school English program begun in 1960 is nearing completion at the time of writing this study. However, enough work has been done by the committee to permit a fairly full account to be given. This chapter will discuss the principal issues of high school English revision and the specific novels selected for the new high school literature programs.

I. SECONDARY ENGLISH REVISION COMMITTEE (SERC)

Committee Membership. At the outset this committee comprised seven English teachers, one of whom was chairman, three faculty members from the University of British Columbia--two from the English Department and one from the Faculty of Education--and the Director of Curriculum, Department of Education, or his representative who initially sat frequently with the committee to provide answers to questions of department policy; later, he met with the group only as his advice or direction was required.

The long-term nature of the committee's assignment necessitated periodic changes in membership, but at all times the committee represented the same three groups of educational interests. Frequently the committee made full use of consultants invited to provide information or to

provoke discussion.

Terms of reference. To assist the various revision committees in their work, the Department of Education outlined its policies concerning the role of the high school in the new education program. In general outline the junior high school grades would develop programs somewhat as follows.

Grade VIII would be an exploratory year offering few electives and leading to a firm grounding in the central and inner subjects as defined by the Chant Report. The grade IX year would be a gradual break into different programs such as academic, industrial, and commercial. Grade X would constitute a distinct break into these different programs before the students entered a specific program, either academic, technical, or vocational in grade XI.¹ In all grades and programs English was to be a constant or compulsory subject. With this general policy position established, the Secondary English Revision Committee was able to begin its task.

Committee's task. As pointed out in the preceding chapter, the Chant Report strongly recommended that all

¹B.C. Teachers' Federation, "Second Report to Curriculum Directors and Federation Executive Committee Concerning the Professional Committees on Curriculum" (Vancouver: B.C. Teachers' Federation Office, November 27, 1961), p. 6 (mimeographed)

courses in the secondary school English program be revised "with an aim toward making them more effective for creating added interest in good reading." Thus, the committee's task was to develop new courses for all phases of high school English instruction. It was anticipated that the committee would begin by revising the grade VIII English course in 1961 and develop one new course each year through to grade XII.

Committee procedures. During its first sessions the committee studied carefully the various briefs on the teaching of English that had been submitted to the Chant Commission. It also examined material or programs that had been prepared by local English teacher groups. There seems to be little evidence that the committee spent much time studying past programs of studies. By relying less on what had been done before or elsewhere and more on its own knowledge and experience, the committee was able to recommend for adoption textbooks and novels on their own merits rather than on their acceptability in other school systems. This approach to their task suggests one of the most significant departures by the committee from the practices of its predecessors.

II. THE COMMITTEE'S BASIC PRINCIPLES CONCERNING THE NOVEL IN THE HIGH SCHOOL LITERATURE PROGRAM

In the course of its deliberations the committee evolved the following basic principles of direct interest to this study:²

1. That the novel should be studied in every grade of the junior and senior high school;
2. That the aims of literary study should be clearly articulated from grade VIII to grade XII;
3. That both teachers and students should be given a wide range of literary material to ensure a flexibility in course planning;
4. That novels prescribed for study should meet specific criteria for selection;
5. That the trial use in classrooms of novels before they are prescribed should be undertaken whenever possible;
6. That the novels prescribed for study should be selected on the basis of the professional judgment of experienced teachers.

Each of these principles will be briefly discussed and illustrated in this section to provide the background to the final selection of novels in the current literature program.

The role of the novel. At a very early stage in its deliberations the committee arrived at a basic philosophical and literary principle. It determined that "the novel would be studied in all literature courses...as one of the

²These principles are extracted and summarized from the minutes of the Committee's meetings held over the period from 1960 to 1965. These minutes are on file in the Curriculum Division of the Department of Education, Victoria.

3. The first time a student is absent, the teacher should call the parent and discuss the situation.

forms of communicating written thoughts...[and] for its intrinsic interest to pupils."³ In its discussions of the novel and its role in the literature program of the junior high school grades, the committee also agreed that:

...this is perhaps the most important and the most popular form of literature. Pupils should be taught to read, understand and enjoy the novel. They should become aware of plot, and gain some concept of the structure.⁴

Secondly, because the novel was considered to be the literary form most students will read if they become readers at all, the primary purpose of including the novel

...must be, throughout the secondary programme, to provide the students with an opportunity to come into close contact with good novels and to provide the teacher with books that will enable him to give his students a sound critical base upon which to build a future of reading enjoyment and appreciation.⁵

In addition to this, the committee believed that the student should develop "some insight into its many and versatile capacities and structural variations." Thus, the primary aims of studying the novel were enjoyment and appreciation coupled with an understanding of its technical and structural qualities. The interest of junior high students in the narrative development of the story would

³Department of Education, "SERC Report of Meeting" (November 14, 1963), p. 4 (mimeographed).

⁴Department of Education, "SERC Report of the Special Meeting" (December 3, 1962), p. 1. (mimeographed).

⁵B.C. Department of Education, Junior Secondary School English (Victoria: Queen's Printer, 1964), p. 52.

later be refined in the senior grades to provide "a sound critical base."

Once having established this position in regard to the novel as a literary genre for study in all high school grades, the committee was faced with the problems of determining the specific purposes it was to serve in each grade, and of selecting those novels which would best achieve those purposes.

Articulation in the aims of literary study. An important aspect of the committee's work of designing a new English program for all high school grades was that of developing a sequential pattern of literary study. This study has shown that in none of the preceding English literature programs was there any evidence of a systematic or logical progression of study from one grade level to the next. For the most part, the material prescribed for study was simply "more of the same."

The intention of the new revision committee was to anticipate a continuity of literary study that would build on the foundation set in grade VIII; to provide for a carefully articulated program from grade IX through to grade XII; and to chart some progression that would assist the committee members in keeping the total program in perspective. The following brief summaries of aims of literary

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 1920. The system in use under the 1920 Act is now in force.

study indicate the direction of interest set out by the committee in a systematic program of literature study.

The first step in an articulated literature sequence in the high school was taken when the committee identified the primary objective of literary study in grade VIII simply as "enjoyment" of all narrative forms. The committee recognized the interest and involvement of students at this grade level in the tensions of conflict, the story line, the interaction of characters, and their concern for "what happens." But, said the committee, "this does not mean that an effort to cultivate tastes should not be made."⁶ Thus, the broad general aims of literary study in English 8 as set out in the curriculum guide

...include expanding literary experience with new examples of literature; deepening the awareness of character, ideas and language; beginning to recognize the elements of literary technique; developing elementary criteria of literary value; and starting to form, express, and support personal critical judgments.⁷

The second phase of the sequence of literature study focuses the grade IX student's attention on the five principal literary forms of the essay, short story, poem, play, and novel. Although all of these are prescribed in the grade VIII course as forms of narrative expression, the

⁶Ibid., p. 32.

⁷Ibid., p. 42.

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grade IX student is to be made more aware of the qualities, techniques, and unique characteristics of each genre. He is expected to be able to compare the different forms and to note the writer's selection of a particular style of expression for his specific purpose. Thus, the grade IX student, it is hoped, has achieved and refined the objectives set out above for the students in grade VIII, and has acquired "the ability to recognize the main literary forms and...to appreciate their special powers and qualities."⁸ The central concern for study of the novel in grade IX is "the discovery that the 'meaning' of the novel does not come from a series of situations and a collection of characters, but from the pattern of their relatedness."⁹

Grade X English, the third stage in this sequential program, added the concept of thematic development to the enjoyment of narrative and the understanding of literary form. The student was to be exposed to a variety of literary forms which dealt with essentially the same themes. These thematic units were identified as "growing up," "survival," and "the quest." According to the committee "the three main themes suggested were capable of various expansions, interpretations, and differences in treatment thus

⁸Ibid., p. 42.

⁹B.C. Department of Education, Senior Secondary School English, 1967 (Victoria: Queen's Printer, 1967), p. 14.

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providing flexibility within a reasonably clear structure."¹⁰ It was also suggested that these themes were appropriate to the grade X level in that the adolescent of this age is concerned with making his own adjustments to the problems posed by these issues.

This articulation scheme was further developed to demonstrate to the grade XI student that most of the important issues of life have concerned serious writers from Greek times to the present day. That is, this literature course would contain an historical as well as thematic focus which would build on the thematic interest of the preceding grade. As in the three earlier grades, the student would continue to study all the basic literary forms. Thus, in grade XI, the new literature course consists of a three-dimensional development: literary form, chronological progression, and thematic interest.

To achieve this three-dimensional progression the Literature Sub-Committee ultimately identified as the central theme "Man's Search for Values." Within this theme, three facets of this search were highlighted: "Man in Society," "Man in War," and "Man and the Unknown." The committee then sought suitable literary selections related

¹⁰ B.C. Department of Education, "SERC, Minutes of Meeting" (August 24, 1964), p. 3 (mimeographed).

to these themes and reflecting the changing attitudes of writers of various literary forms in different historical periods.

The final phase of this literary program attempts to bring all the student's past literary experience into the sharp focus required for "the critical study of individual works of literature and the expression of independent, responsible judgments."¹¹ In his graduating year the student is required to develop skills necessary for interpreting meanings, analysing style, structure and language, and evaluating the quality of ideas and forms in each of the five literary genre.¹²

Thus, one of the outstanding features of SERC's new English literature program in contrast to its precursors is the progressive development of skills, perceptions, and knowledge. The committee felt that having found in grade VIII that reading and play-acting are fun, the student should be led in subsequent grades "from simple animalistic responses to extended emotional and intellectual sensibility." That is, he should progress from an emphasis on "what is in literature" to "how it works."¹³

¹¹B.C. Department of Education, Senior Secondary School English, 1967 (Victoria: Queen's Printer, 1967), p. 6.

¹²Ibid.

¹³B.C. Department of Education, "Literature Sub-Committee Report" (undated mimeographed), p. 1. (Meeting was held on September 21, 1962.)

Flexibility of the resource course. The third principle established by the SERC was that of flexibility. The committee recognized the dangers inherent in the earlier policy of requiring all teachers to teach the same literary selections to all classes of the same grade. Aware that all English classes at all grade levels are characterized by marked individual differences in reading abilities, interests, and levels of literary perception, the Literature Sub-Committee of SERC recommended that the classroom teacher be given a freer hand in deciding what selections would best meet the interests and abilities of his classes.

From this principle arose the resource course concept. Viewed broadly the concept recognizes that there are many approaches to the same learning goals. Having identified the skills and activities to be mastered in each grade, the committee has made available to the teacher a wide range of literary experiences by which this mastery can be achieved. Thus, the teacher is responsible for determining what novels will best challenge each class and appeal to their interests.

It will be observed that the resource course concept obviates the need for course differentiation as it existed in the 1950's. That is, rather than establish two distinct courses such as English 20 and 21, each with its own texts and focus of attention, all grade X students would follow

the same course but the teacher would select for each class the most suitable texts from a pool of resources. The resource course concept also eliminates the rigid "either/or" prescriptions which characterized many of the earlier literature programs.

Criteria for the selection of novels. Another basic principle established by the SERC in the process of revision was the identification of clearly defined criteria for the novels prescribed for study. The first of these criteria concerned original versions. The committee agreed that texts that were "written down" or "simplified" for students should not be recommended for adoption. If, for any reason, there was a need to abridge, expurgate, or otherwise severely modify a novel to make it acceptable for class study, then perhaps, agreed the committee, that novel was not a suitable selection for that grade. It will be recalled that in previous literature courses for high school grades, both Ivanhoe and The Golden Dog had been abridged. The latter had been so extensively condensed in the St. Martin's Classics edition as to eliminate a great deal of Kirby's colour and style as well as the discursive historical background and character descriptions.

The committee's decision to recommend for authorization only original versions of "good novels" reflected the

opinion of the Commission on English as given in its report, Freedom and Discipline in English. The Commission dismissed as unfounded in fact the view that junior books prepare young readers to understand and appreciate the more mature books of adult reading.¹⁴ The aim of literature study in high school, said the Commission, "should not be to find the students' level so much as to raise it."¹⁵ Simplified selections do little to improve the student's reading interests nor to develop his literary appreciation.

Interest for the students was considered an important matter provided that the selection also had a high literary quality or style of writing. There was no virtue, the committee maintained, in studying books of inferior literary merit simply because they seem to have a slight interest for adolescents.¹⁶ "Literature is for delight," said the School and College Conference on English.¹⁷ It continued by saying:

If it does not come alive for the student and give him the intense pleasure of imaginative experiences as vivid as many of those of his own daily life, it will not exist for him as literature at all.

¹⁴College Entrance Examination Board, Freedom and Discipline in English (New York: Report of the Commission on English, 1965), p. 49.

¹⁵Ibid.

¹⁶B.C. Department of Education, "Minutes of the Eighth Meeting of the SERC" (March 21, 1962), p. 2. (mimeographed)

¹⁷George Winchester Stone, Jr. (ed.) Issues, Problems and Approaches in the Teaching of English (New York: Holt, Rinehart, and Winston, 1961), p. 47.

The revision committee agreed that the ideal novels for class study would be those which combined the literary merit of the classics with appeal and interest for today's adolescents. Novels which did not meet both criteria were not considered suitable for inclusion in any prescribed list.

The fourth criterion identified by the committee was what it called "teachability." The novels to be selected were to contain some teachable content or characteristics that would make them suitable for intensive class study rather than simply for "free" or extensive reading.

When discussing the question of expurgating profanities from novels considered otherwise suitable for class study, the committee was anxious to clarify the meaning of "teachability."

The Literature Sub-Committee were concerned that this should be defined as it was basic to their selection of texts for future literature courses. It was accepted that teachability was dependent upon the maturity of the student, the maturity and training of the teacher, the acceptance by society, (and that the book made a significant contribution to the child's learning.)¹⁸

Thus, the criterion of teachability became more a social standard than a literary one. The suitability of a book for class study depended less on what it contained than on the

¹⁸ B.C. Department of Education, "SERC Report of Meeting" (May 27, 1963), p. 1. (mimeographed).

age and grade level at which the novel was to be discussed.

This criterion of teachability was closely related to the issues of controversy and censorship. Noting that certain controversial literary selections such as The Catcher in the Rye, To Kill a Mockingbird, and Emperor Jones, had been suggested for examination, Mr. Meredith, Director of Curriculum, indicated that:

...if a controversial literary piece of this nature were adopted, he would have to be assured that the recommendation was absolutely unanimous, that no member had certain reservations, and further, that the Committee was able to supply a written rationale to accompany its recommendation.¹⁹

It appears, then, that once assured that the SERC was convinced of the appropriateness ("teachability") of certain novels for any given grade, the Department of Education was prepared to stand behind the committee's decisions without exercising any overriding censorship rights.

In summary, those novels which commended themselves to the revision committee were original versions of high literary merit, strong appeal to the interests of contemporary adolescents, and of sufficient teachable content to warrant intensive study in class.

¹⁹B.C. Department of Education, "SERC Report of Meeting" (December 5, 1963), p. 4. (mimeographed)

Classroom experiment. To assist in determining the "teachability" of suggested novels, the committee adopted the principle that as many as possible of these novels should be tried in the classroom. In this way the committee hoped to anticipate the response of students to recommended novels before these works were authorized for study.

This principle of trial use was first generally applied when the committee was considering prospective titles for the new grade IX English course. The committee arranged to have eight novels taught and assessed in various classrooms. The novels selected for this trial period were Human Comedy, The Chrysalids, Odyssey, Shane, Typhoon, The Old Man and the Sea, Snow Goose, and Charlie Is My Darling.²⁰

The evaluation form supplied to those teachers experimenting with the selected novels asked the following questions:

1. How effective was this novel in captivating and sustaining pupil interest?
(Comment if there is a relation to ability, sex, etc.)
2. How useful was this book in teaching the novel form?
(Comment on and criticize structure, story element and ideas.)
3. Are there any aspects of this novel which create teaching problems?
(Level of education, nature of ideas, remoteness of experience, etc.)
4. Can you suggest a more effective novel for this grade level?
(Or a more effective grade level for this novel?)

²⁰B.C. Department of Education, "SERC Report of the Eighteenth Meeting" (February 12, 1963), pp. 2-3. (mimeographed).

the following is a summary of the results of the study.

The first part of the study was a pilot study.

The second part of the study was a main study.

The third part of the study was a conclusion.

The fourth part of the study was a discussion.

The fifth part of the study was a reference list.

The sixth part of the study was an appendix.

The seventh part of the study was a bibliography.

The eighth part of the study was a list of figures.

The ninth part of the study was a list of tables.

The tenth part of the study was a list of references.

The eleventh part of the study was a list of appendices.

The twelfth part of the study was a list of figures.

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The twenty-third part of the study was a list of appendices.

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The twenty-fifth part of the study was a list of tables.

The twenty-sixth part of the study was a list of references.

The twenty-seventh part of the study was a list of appendices.

The twenty-eighth part of the study was a list of figures.

The twenty-ninth part of the study was a list of tables.

The thirtieth part of the study was a list of references.

Following this trial period in the classroom, the committee received written and oral reports on the suitability and teachability of these novels for intensive study. From these assessments of the reception given by students and teachers the committee was better able to determine the effectiveness of certain novels in particular classes before the final choices were made.

Professional judgments of teachers. The last major principle of selection identified combines the classroom experiment with the opinions of teachers. There is some evidence to suggest that when they were asked to make recommendations regarding specific novels some committee members undertook to sample opinions of their students before making their own judgments.

As an illustration of the process by which novels were judged before they were prescribed for study, these questions were asked about novels under consideration for the new English 10 literature course.

- a. To what extent does this novel represent or reflect the life of the people of the country?
- b. To what extent does this novel contribute to or illustrate this particular form of communicating ideas?
- c. Is this a novel appropriate to the grade X level? Will students be able to respond with interest, or will students be able to respond more fully and more maturely at a later level?²¹

²¹B.C. Department of Education, "SERC Minutes of the Sixth Meeting" (January 9, 1964), pp.2-3. (mimeographed).

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With these as initial questions, the committee members were to recommend or reject each of the more than twenty titles being considered. An indication of the grounds for rejection can be gained from the following remarks; only a small sample of rejected titles is given here:

1. Cress Delahanty - Jessamyn West: it is totally unrealistic and the students find it "dull."
2. Psyche - P.B. Young: unsuitable at any grade; slick style, "stock" characters, artificial situation; totally inappropriate.
3. The Yellow Briar - Patrick Slater: Basic story is interesting but slow moving; quality of writing is poor and the dialect is artificial.
4. Wuthering Heights - Emily Bronte: not suitable for grade X students, particularly boys, as they are too immature for the type of problem posed. Too sombre.
5. Geordie - David H. Walker: considered suitable for free reading but not for intensive study...What Graham Green would call an "entertainment"....not a "novel." It is the kind of sentimentality that induces the comforting sensation of a day-dream.
.....²²

Among other objections to some of the titles considered were wrong grade placement, poor literary technique, lack of reality, weak characterization, unacceptable social conventions (The Day of the Triffids), and an over-emphasis on sentimentality and a lack of action.²³

By this process of experiment and elimination the committee was able to advance a few titles for serious

²²B.C. Department of Education, "Report of Tenth Meeting of SERC," (April 9, 1964), pp. 2-4. (mimeographed)

²³Ibid.

consideration. An idea of the criteria which commended a novel for possible acceptance can be gained from the following notes:

1. To Kill a Mockingbird - Harper Lee: excellent concepts about growing up; interesting structure; it is sheer pleasure for both teacher and student because there is much to learn in it both about literature and people; the story presents a positive moral "good."
2. Huckleberry Finn - Mark Twain: The style and interest are in the tradition of great American and world literature. (Some members thought the satire was too sophisticated for the grade X level.)
3. The Chrysalids - John Wyndham: it is not too difficult; it is well written; it has an objective quality about it which enables the reader to step back and see himself as others view him.
4. Great Expectations - Charles Dickens: structurally interesting. Is it time for students to enjoy the quality of timelessness in this favourite Dickens novel?
5. How Green Was My Valley - Richard Llewellyn: a simply and beautifully told piece of domestic realism which should captivate and sustain pupil interest even though it is rather long. It could be useful in teaching although the sheer number of characters might be confusing for students.²⁴

In addition to these five novels only two more received considerable support. Shane and Sons of the Steppes were both favourably reviewed principally because they would appeal to the less able students, particularly boys, of grade X. "Throughout the period of the review, members realized that it was essential to consider novels which could appeal to the less able students."²⁵

Keeping in mind that the above comments about these

²⁴Ibid.

²⁵Ibid.

novels are the personal views of the individual committee members, the reader will observe some of the criteria by which a book found favour with the selection committee. If a novel was "great" and "timeless" such as Huckleberry Finn and Great Expectations; if it possessed a theme appropriate to grade X students and offered "sheer pleasure" and "a positive moral good" as does To Kill A Mockingbird; if it had literary merit in its technique and objectivity, as does The Chrysalids; or if it was realistic and interesting as is How Green Was My Valley, a novel was considered worthy of recommendation.

The procedure of class experimentation appears to be the most significant feature of the current committee's approach to the new English literature courses. In the past the selections chosen for class study seem to have been selected on the basis of traditional acceptance; teachers tended to perpetuate prevailing attitudes and to select familiar titles about which little controversy was expected. More importantly, little concern seems to have been shown for the effectiveness of the prescribed selections in the classroom nor for their appeal with students.

The Secondary English Revision Committee undertook to establish as clearly as it was possible to do so the suitability of the novels it proposed for study in each grade. The collective judgment of the committee members

was effectively combined with their practical experience and that of other teachers in classrooms to determine beforehand the "teachability" of these novels. By means of such direct study the committee was able to reduce if not eliminate many of the problems of grade placement, student resistance, teacher resentment, and school conformity which might well have beset a more arbitrary process of selection.

III. THE NOVELS PRESCRIBED FOR THE NEW LITERATURE COURSES

Selection of novels for English 8. At the outset of revision of the grade VIII literature course, the committee turned its attention to those novels which were currently in the syllabus. The members felt that J. Meade Falkner's Moonfleet "was proving interesting and worthwhile" for grade VIII students and agreed to retain this romantic adventure in the program.²⁶

Ivanhoe, however, was considered to be "of doubtful value to today's student" and was dropped from the course after sixty years in the syllabus. In its place the committee agreed that there ought to be two novels, one modern and one older one. Among the titles suggested for discussion were Steinbeck's The Pearl, and The Red Pony;

²⁶ See: J.N. Hook's criteria for selection of literature in The Teaching of High School English, p. 122.

was extremely common with their personal papers.
 and that the other members of the family in London
 and elsewhere the same was the case. It was
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 family since the day that I first saw the
 bodies of children.

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Question of the body for burial. At the time of
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176/52, however, was omitted in the 10th edition
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Twain's Huckleberry Finn, and T.H. White's The Sword in the Stone.²⁷ It was also suggested that some science fiction such as The Martian Chronicles by Ray Bradbury might be included and that The Old Man and the Sea by Hemingway and perhaps one of Stevenson's novels might be considered for this grade.²⁸

The Committee's final choice of literature texts for the new grade VIII English course were the following novels: Falkner's Moonfleet, and The Pearl and The Red Pony by Steinbeck. Using the two criteria of literary merit and teachability, the committee raised the question of whether all four parts of The Red Pony would be teachable on a province-wide curriculum. The members felt that part three would not be totally acceptable on a provincial scale, yet its deletion would "butcher" the total novel. In the view of the committee such a deletion could not be justified. Therefore, the committee agreed that only the first part of The Red Pony, "The Gift," should be combined in the same volume with The Pearl.²⁹

The specific objective of the literature course for

²⁷B.C. Department of Education, "Minutes of the Sixth Meeting of the SERC" (December 11, 1961) (mimeographed)

²⁸Ibid.

²⁹B.C. Department of Education, "SERC Report of the Twenty-Second Meeting" (April 9, 1963). (mimeographed)

grade VIII students is identified simply as "enjoyment," but "this does not mean that an effort to cultivate tastes should not be made."³⁰ With these major selections, plus the collections of poems, plays, and short stories, Rex Warner's Men and Gods, and Heyerdahl's Kon-Tiki, this course provides ample and rich material for enjoyment and the development of literary taste.

Selection of novels for English 9. Reference has previously been made to the committee's procedure of experimenting with suggested novels in actual classroom situations. This procedure was first followed with a wide variety of titles under discussion for possible use in grade IX.

Following this trial period in the classroom, the committee members received written and oral reports on the suitability of the novels for intensive study. The committee, acknowledging that the most satisfactory list of novels had not been found, that there are better novels, recommended as coming closest to meeting the needs of the grade IX student, the following four novels:

1. Human Comedy by William Saroyan
2. The Snow Goose by Paul Gallico
3. The Old Man and the Sea by Ernest Hemingway
4. Typhoon by Joseph Conrad³¹

³⁰ B.C. Department of Education, Junior Secondary School English (Victoria: Queen's Printer, 1966), p. 32.

³¹ B.C. Department of Education, "SERC Report of Meeting" (October 24, 1963) (mimeographed) p.3; also B.C. Department of Education, Junior Secondary School English (1964), p. 45

It is to be remembered that the resource course idea provides the teacher with a wide enough selection of literature to allow him to choose those works which would most effectively challenge the students of his class. Therefore, it was not expected that any one class would necessarily study all four novels during the year, but these four offered a wider range of literary experience for the grade IX student than had Kidnapped or Seats of the Mighty in the preceding program.

Selection of novels for English 10. Reference has previously been made to the thematic concepts which form the basis of literary study in grade X. It will be recalled that the literature course for grade X was developed around the three themes of "growing up," "survival," and "the quest" (see pages 158-159). These thematic units were the end results of an entirely different principle adopted initially by the revision committee.

The assumption made here is that the difference between the original intention of the committee and the final course outline is the result of the selection process adopted and the discussion which it generated. For this reason a brief discussion of the committee's work prior to the adoption of texts may be enlightening.

The introductory statement to the grade X litera-

ture course to which the committee originally agreed included the following: "In the content of the course the emphasis will be on Canadian literature as seen in comparison with American and British literature."³²

The committee's original intention was to find representative works from each of the three countries and to group them in broad subject areas. "An example would be the subject, 'People,' under which Who Has Seen the Wind, Huckleberry Finn, and Oliver Twist might be studied."³³ In this way it was hoped to provide a concentrated program of good literature from America, Britain, and Canada, in the expectation that the student would discover the growing body of Canadian writing worth reading.

To this end, members of the committee reviewed and reported on a wide variety of novels that included five American titles, ten Canadian, and eleven British. However, the selection committee soon exhausted its review of Canadian novels and had found the possibilities limited.³⁴

³²B.C. Department of Education, "SERC Minutes of the Sixth Meeting" (January 9, 1964), p. 2 (mimeographed).

³³Ibid.

³⁴[The Canadian novels considered were Psyche, P.B. Young; The Happy Time, Robert Fontaine; The White and the Gold, Thomas B. Costain; The Yellow Briar, Patrick Slater; The Thorn Apple Tree, Grace Campbell; Who Has Seen the Wind; W.O. Mitchell; The Execution, Colin McDougall; Barometer Rising, Hugh MacLennan; The Tin Flute and Where Nests the Waterhen, Gabrielle Roy.]

This result was especially disconcerting in view of the Literature Subcommittee's intention of placing the emphasis in the content of the course on "Canadian literature as seen in comparison with American and British literature."

With its initial review of selected titles completed, the committee gave tentative approval to the following novels:

American:	<u>Huckleberry Finn</u>
	<u>To Kill a Mockingbird</u>
	<u>Shane</u>
Canadian:	<u>Who Has Seen the Wind</u>
	<u>The Execution</u>
British:	<u>The Chrysalids</u>
	<u>Great Expectations</u>
	<u>How Green Was My Valley</u>
	<u>Sons of the Steppe</u> ³⁵

The committee suggested that because the novels had to meet a range of abilities and interests, both of boys and girls, there should be three novels provided in each of the three national groups. From these nine titles, the teacher would select one of each nationality to be studied.

But it was soon apparent to the committee that such a suggestion gave rise to non-literary issues. Was the purpose of selecting novels simply to provide the students with a range of good reading? Or was it to provide the means for a comparison and a contrast of various themes and experiences as expressed in the literature of three

³⁵ B.C. Department of Education, "SERC Minutes" (April 9, 1964), p. 5 (mimeographed).

That there was a possibility of a change in the
literature development's interest in the
in the course of the work on the literature
also in connection with the work and with the
with the latter view of the work of the
the committee was not able to do so.

Chairman	Mr. J. H. ...
Secretary	Mr. J. H. ...
Members	Mr. J. H. ...
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Members	Mr. J. H. ...

The committee reported that because of the
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Board would also be of some assistance in the
But it was not expected in the committee that
a suggestion given also to the committee, however, it
purpose of the survey would be to give the committee
with a view of the results. It was to be given the
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and experience as required in the committee.

countries? The latter question contained the original intention of the committee. If this objective was still a valid one, it was argued, then the pangs of growing up could be compared among Huckleberry Finn (American), Who Has Seen the Wind (Canadian), and Great Expectations (British).

It was from this view of the aims of studying the novel in grade X that the new thematic approach referred to earlier developed. Using the three main themes of "growing up," "survival" and "the quest" as the literary bond, the grade X student would read or study examples of the five literary genre to see how writers exploit the varying forms to communicate similar ideas.

To accomplish this dual purpose of studying thematic units and literary forms, the following novels were prescribed. From these the teacher would select one novel from each thematic group as a suggested minimum:

Group I: Growing Up

Lee, To Kill a Mockingbird

Twain, Huckleberry Finn

Mitchell, Who Has Seen the Wind

Group II: Survival

Roy, Where Nests the Water Hen

Orwell, Animal Farm

Wyndham, The Chrysalids

Group III: Quest

Haggard, King Solomon's MinesDickens, Great ExpectationsHomer, The Odyssey (Rieu translation)³⁶

In this list one finds five of the nine novels which were first recommended by the committee (see page 176). Included in the final list are two Canadian titles, one of them a translation from French. The committee had modified its view so that Canadian literature would become an integral part of the course rather than be a specific unit within the literature program. The course would include a sampling of contemporary Canadian literature only if it met the two criteria of literary merit and teachability.³⁷

A second observation, one which indicates the completeness and the sweeping nature of this English revision through the junior secondary school grades, is that five of these nine selections were written since 1945. This contemporaneity is balanced by two outstanding novels of the nineteenth century--one American and one British--and a "popular classic" of the same period. Finally, the "timelessness" of good literature is substantially confirmed by the introduction of Homer.

Thus, the grade X student has a variety of prose fiction ranging from the epic classic of Greece, through

³⁶ B.C. Department of Education, Junior Secondary School English, 1965, English 10 (Victoria: Queen's Printer, 1965), p. 27.

³⁷ B.C. Department of Education, "SERC Report of Meeting" (March 7, 1963, also May 27, 1963). (mimeographed)

the classics of Twain and Dickens, into the contemporary including selections of futuristic science-fiction. In addition, the literary focus of interest varies from the personal and domestic of w.O. Mitchell's Who Has Seen the Wind, through the social views of Lee, Dickens and Twain to the political and moral attitudes of Orwell and Wyndham.

Given the range of "literary time" and the scope of content in these novels, and adding the wide assortment of drama and non-fiction prose,³⁸ the teacher of grade X literature has for the first time a broad base of material from which to choose in order to achieve the primary purpose of literary study--the enjoyment and appreciation of good literature. More significantly, for the first time in thirty years the novel has been recognized as a literary form worthy of study in the senior high school grades on its own merits.

Selection of novels for English 11. To develop in grade XI the three-dimensional study of literary form, theme, and historical perspective referred to earlier (see page 159), the revision committee adopted an anthology entitled Man's Search for Values and the following novels:

³⁸ Among the other major literary works prescribed for the grade X literature course are: Julius Caesar, Our Town, Flight Into Danger and Teahouse of the August Moon; The Diary of Anne Frank, Annapurna, Hiroshima, and Gandhi: Fighter Without a Sword.

The passage of time and distance, and the consequent
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 added, the literary forms of fiction and drama, the
 personal and domestic to the historical and the public.

Crane: Red Badge of Courage

Bradbury: Martian Chronicles

Buck: The Good Earth

Golding: Lord of the Flies

Knowles: A Separate Peace

Four novellas:

Conrad: Youth

Stevenson: Dr. Jekyll and Mr. Hyde

Wilder: The Bridge of San Luis Rey

Capote: The Grass Harp ³⁹

In addition to these titles, the literature course includes The Iliad, four plays by Shakespeare and four modern plays.⁴⁰ This combination of novels, epic and drama, constitute the major works from which the teacher could select those to be studied by each of his classes. As in the case of the selections for grade X, these novels reflect a more contemporary tendency than had previously been indicated in the high school literature program.

Concerning the criteria of literary merit and teachability, one can only observe that the majority of the novelists here represented are acknowledged as being accomplished craftsmen. The more recent writers such as Knowles and Capote have not had time to become established on the literary scene. But the specific works of these writers and others are certainly topical and have a marked

³⁹B.C. Department of Education, Senior Secondary School English 11, 1966 (Victoria: Queen's Printer, 1966), p. 27.

⁴⁰Ibid. [Shakespeare's plays: Henry V, Richard II, Richard III, and Macbeth; modern plays: Mr. Arcularis, Rebel Without a Cause, The Matchmaker, and The Off-Shore Island.]

Control - 1st grade
Reading - 1st grade
Math - 1st grade
Science - 1st grade
Social Studies - 1st grade
Art - 1st grade
Music - 1st grade
Physical Education - 1st grade
Health - 1st grade
Character Education - 1st grade

Control - 2nd grade
Reading - 2nd grade
Math - 2nd grade
Science - 2nd grade
Social Studies - 2nd grade
Art - 2nd grade
Music - 2nd grade
Physical Education - 2nd grade
Health - 2nd grade
Character Education - 2nd grade

In addition to these skills, the following are

essential for the child to have at the end of the year. These skills are: 1. Reading skills - The child should be able to read with fluency and accuracy. 2. Math skills - The child should be able to perform basic operations and understand fractions. 3. Science skills - The child should be able to understand the scientific method and perform experiments. 4. Social Studies skills - The child should be able to understand the basic concepts of social studies. 5. Art skills - The child should be able to create a simple drawing. 6. Music skills - The child should be able to sing a simple song. 7. Physical Education skills - The child should be able to perform basic physical education activities. 8. Health skills - The child should be able to understand the importance of a healthy diet and exercise. 9. Character Education skills - The child should be able to understand the importance of honesty, respect, and responsibility.

Throughout the year, the child should be encouraged to use these skills in a variety of ways. For example, the child could be encouraged to read a book about a science topic, or to create a drawing of a math problem. The child could also be encouraged to perform a physical education activity, or to sing a song about a health topic. The child should be encouraged to use these skills in a way that is meaningful and enjoyable.

1. The child should be able to read with fluency and accuracy. 2. The child should be able to perform basic operations and understand fractions. 3. The child should be able to understand the scientific method and perform experiments. 4. The child should be able to understand the basic concepts of social studies. 5. The child should be able to create a simple drawing. 6. The child should be able to sing a simple song. 7. The child should be able to perform basic physical education activities. 8. The child should be able to understand the importance of a healthy diet and exercise. 9. The child should be able to understand the importance of honesty, respect, and responsibility.

relevance to the social and personal development of the average high school student. Some question has been raised by parents and teachers regarding the suitability of The Grass Harp as a novel for study in high schools. But the controversy has been short-lived inasmuch as no teacher is required to teach that selection. Similarly, a concern for the "negativism" of Golding's novel and a doubt in regard to following fads of popularity have made some teachers apprehensive about the value of Lord of the Flies in the classroom.

Selection of novels for English 12. In the interests of completeness the following statement regarding the proposed grade XII literature course can be made even though no supporting research is available.

The following novels have been prescribed for study beginning in September, 1967:

The Mayor of Casterbridge - Hardy
Cry, the Beloved Country - Paton
Wolf Willow - Stegner
I Never Promised You a Rose Garden - Green⁴¹

A few comments can be made concerning the nature of these selections. Hardy's Mayor of Casterbridge seems to have been included to provide the students with an example of a "traditional novel" against which to compare

⁴¹B.C. Department of Education, Curriculum Circular (march 3, 1967), pp. 3.

the modern selections. The three modern novels all reflect contemporary issues or interests of the student. Matters such as race relations, security and sanity in today's world, and boyhood on the Canadian prairies during years of hardship recall some of the issues that have been studied in novels prescribed for earlier grades.

Finally, because close, critical study is the primary objective of the English 12 course, it is expected that most classes will study only one of the four prescribed novels intensively. However, the other three novels are likely to be available to most students for independent reading.

IV. SUMMARY

The major revision of the secondary school English program undertaken in 1961 and at this time nearing completion is apparently the first attempt to provide meaningful standards of literary selection. The SERC identified at an early stage its criteria of selection for literary works; of particular importance to this study, it provided for the novel to be studied in all high school grades.

The criteria of selection of novels for all these grades were literary merit, teachability, and significance for students. In addition, the committee adopted the general policy of providing only those novels which could be presented in class without being "written down," without

being condensed, and without being expurgated. With the exception of The Red Pony, prescribed for grade VIII in 1963, all other novels prescribed by the SERC have been adopted intact in order to preserve their literary integrity.

The committee, for the first time, has formulated a sequential literature program which provides for a progressive development from grade to grade. From an interest in narrative and in literary form in the first two grades, the program further develops these interests and adds thematic and historical perspectives as the student progresses into the senior secondary grades. It is anticipated that the grade XII course will embody all these aspects of literary study and add a study of literary criticism in order to develop more completely the critical appreciation of the student before he graduates.

The following page lists both the novels and the aims of literary study from grade VIII to grade XII. A new feature of this literature program is the wider range of titles intended to provide the teacher with a greater freedom of choice in selecting those works which will best achieve the suggested purposes of the course. This policy contrasts sharply with the rather restrictive prescriptions which characterized the previous programs.

15.
being contained, and without any expenditure. The
operation of the law, however, will be
1991. All other cases contained in the law have been
referred under in order to be decided by the
tribunal.

The Committee, for the first time, has recommended
a separate legislative proposal with regard to a
general development from 1991 to 1992. This is because
in practice the 1991 law is not the same as the
the present situation. These changes will be
economic and financial perspectives in the
provisions and the social security system. It is
indicated that the year 1992 will be the year
reports in 1992, and a report in 1992
criteria in order to develop new measures for
application of the law in 1992.

The following page lists some of the
that of 1991, which have been the same as
and there is no difference between the
of 1991, however, in order to be the same as
freedom of choice in relation to the law will be
achieve the objectives set out in the law, this will
conclude that the law is the same as the law
which has been the law for many years.

NOVELS PRESCRIBED FOR CLASS STUDY AND
LITERARY EMPHASIS OF GRADES VIII TO XII (1961-1967)

<u>Grade</u>	<u>Novels Prescribed</u>	<u>Literary Emphasis</u>
VIII	Moonfleet The Pearl The Red Pony - Part I - "The Gift"	Narrative - man's age-old interest in telling a story; reading narrative forms for enjoyment.
IX	Human Comedy Snow Goose Typhoon The Old Man and the Sea	Literary forms - writers use different forms to convey their thoughts; awareness of the author's choice and purpose.
X	To Kill a Mockingbird Huckleberry Finn Who Has Seen the Wind Where Nests the Water Hen Animal Farm The Chrysalids King Solomon's Mines Great Expectations The Odyssey	Writers express ideas or themes when they use different literary forms; three central themes of literature are "growing up," "survival," and "the quest."
XI	Red Badge of Courage The Good Earth A Separate Peace Lord of the Flies Martian Chronicles Four novellas: Youth Dr. Jekyll and Mr. Hyde Bridge of San Luis Rey The Grass Harp	Both literary form and issues have become traditional in literature over the centuries; social and personal factors influence a writer's response to his environment; "Man's Search for Values" embodies both tradition and individuality.
XII	The Mayor of Casterbridge Cry, the Beloved Country Wolf Willow I Never Promised You a Rose Garden	A study in literary criticism - the development of critical judgment in major literary forms.

Secondly, this chapter has shown that the interests of the SERC have been more contemporary than those of previous committees. Little evidence remains of the traditional and conservative attitudes toward authors and titles which characterized the high school literature courses in British Columbia from 1900 to 1960. It is true that Stevenson is represented in the program, but the previous emphasis placed on him has been considerably reduced. His novels and those of Scott no longer appear in almost every grade of the high school as they had in the 1930's. In their place, the committee has prescribed the works of a wide range of modern and contemporary novelists. Among these are the well-known works of Steinbeck, Hemingway, Gallico and Saroyan as well as lesser known novels by Knowles, Golding, and Capote.

Finally, one might suggest that the methods used prior to the recommendation and adoption of a novel in the program provided some assurance that the titles selected met the standards set by the committee. Reference has been made to the wide range of titles considered by the Literature Sub-Committee, the process of elimination, the criteria by which novels were judged, the tentative recommendations and reconsiderations given to various novels. But of considerable importance in assisting the committee in making its decisions was the practice of

trial-testing certain novels in classrooms for limited periods in order to determine their suitability and teachability before they were finally recommended or rejected. Such a procedure contrasts sharply with what appears to have been a rather hit-or-miss method of grade placement in the earlier programs.

CHAPTER X

SUMMARY AND CONCLUSIONS

This study sought to investigate two problems:

(1) to identify what novels had been prescribed for class study in the high schools of British Columbia from 1871 to 1967; (2) to determine where possible what factors influenced the selection of these novels over the same period. The principal source of information for this work has been documents on file in the Curriculum Division of the Department of Education in Victoria, and in the office of the British Columbia Teachers' Federation.

I. A SUMMARY OF PRESCRIBED NOVELS

The novel was introduced into the British Columbia high school English literature program in 1902 when three novels--Ivanhoe, Silas Marner, and Henry Esmond--were prescribed for study in the Senior Academic Grade.

Because of the difficulty of equating grade levels of the period from 1902 to 1920 with today's numbered grades, these first novels have been listed separately. Novels have continued to be prescribed in one or more high school grades from that date to the present as shown in the summary which covers the period 1921 to 1967.

SUMMARY OF FIRST NOVELS PRESCRIBED

1902 - 1920

Grade	1902	1906	1907
Senior Academic	Ivanhoe Silas Marner Henry Esmond	Vicar of Wakefield (1776)	
Senior	NIL	Henry Esmond(1852) Silas Marner(1861)	
Junior	NIL	Ivanhoe(1819)	
Preliminary Course			Ivanhoe

STATEMENT OF THE BOARD OF DIRECTORS

1902 - 1903

Item	1902	1903	Balance
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1902	1903	Balance
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SUMMARY OF NOVELS PRESCRIBED FOR STUDY 1921-1967

Grade	1921-23	1928	1929	1932	1933
VII	Christmas Carol King of the Golden River	Christmas Carol King of the Golden River Treasure Island The Rose and the Ring Alice in Wonder- land	Christmas Carol King of the Golden River Treasure Island The Rose and the Ring Alice in Wonder- land	Christmas Carol King of the Golden River Treasure Island	Christmas Carol King of the Golden River Treasure Island
VIII	Treasure Island Ivanhoe	Black Arrow Talisman	Black Arrow Talisman	Black Arrow Talisman Cricket on the Hearth	Black Arrow Ivanhoe Cricket on the Hearth
IX	Kidnapped	* Kidnapped Lorna Doone - - - - Ivanhoe Under the Green- wood Tree Quentin Durward	Kidnapped Westward Ho! The Last of the Mohicans The Broad High- way	Kidnapped Westward Ho! The Last of the Mohicans The Broad Highway The Golden Dog Seats of the Mighty	Kidnapped Westward Ho! The Last of the Mohicans The Broad Highway The Golden Dog Seats of the Mighty
X	Quentin Durward	Quentin Durward	Quentin Durward	Quentin Durward	NIL
XI	Kenilworth Silas Marner	Kenilworth Silas Marner	NIL	NIL	NIL
XII	NIL	NIL	Kenilworth Silas Marner	Kenilworth Silas Marner	Silas Marner Henry Esmond A Tale of Two Cities

*Refer to chapter V for discussion of the conflicting programs outlined for this grade.

SUMMARY OF NOVELS PRESCRIBED FOR STUDY 1921-1967 (Continued)

Grade	1936-45	1953-60	1962-67
VII	Christmas Carol King of the Golden River Treasure Island	Treasure Island	
VIII	Black Arrow Ivanhoe Cricket on the Hearth	Moonfleet(1957)	Moonfleet The Pearl The Red Pony - Part I "The Gift"
IX	Kidnapped The Golden Dog The Last of the Mohicans The Broad Highway Westward Ho! Seats of the Mighty	Kidnapped Seats of the Mighty	Human Comedy Snow Goose Typhoon Old Man and the Sea
X	NIL	NIL	Huckleberry Finn Animal Farm The Chrysalids The Odyssey To Kill a Mockingbird Who Has Seen the Wind Where Nests the Waterhen King Solomon's Mines Great Expectations
XI	NIL	NIL	The Good Earth A Separate Peace Youth The Grass Harp The Iliad Red Badge of Courage Lord of the Flies Martian Chronicles Dr. Jekyll and Mr. Hyde Bridge of San Luis Rey
XII	NIL	NIL	Mayor of Casterbridge Cry, the Beloved Country Wolf Willow I Never Promised You a Rose Garden

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II. CONCLUSIONS REGARDING THE STUDY OF THE NOVEL

The current high school literature program in British Columbia is not only the culmination of ninety-five years of thought and adjustment, but also a departure from those programs which it follows. From the detail of this survey the following principal conclusions can be drawn.

The changing role of the novel. This study has shown that the role of the novel in high school literature studies has changed during the past sixty-five years. At first the novel provided material with which prospective university entrants demonstrated their ability to write essays. Little consideration seems to have been given to a study of its literary qualities or its structure. Even the place of the novel in the literature syllabus during the period from 1902 to 1962 seems to have been uncertain, especially in the senior high school grades.

But from the outset of its assignment in 1960, the Secondary English Revision Committee adopted the policy that the novel would be studied in all grades of the high school. This is perhaps the most significant fact of the Secondary English Revision Committee's work for this study. The reader will recall that no novel had been prescribed for study in grade XII since 1936, in grade XI since 1928,

and in grade X since 1932. Thus, the committee reinstated the novel in the literary studies of all high school students after an absence of more than thirty years. In doing so, the committee selected novels that were considerably different in many respects from those previously prescribed for study.

The nature of the novels prescribed for study. There is little doubt that the English curriculum planners during the period from 1902 to 1962 selected the novels for study in high school from a very limited range of English literature. A measure of this limit is that of the total of twenty-three novels prescribed during this period, twelve titles are the works of four British writers. With only rare exception, this total list suggests the continuing influence of the "traditional classroom classic" of an earlier school period.

A second common element identified in the collective list of novels prescribed for study before 1960 was the general bias in favour of "boys' books" of action, adventure, and escapade. Little attention seems to have been given to prescribing novels of particular appeal to girls. The inclusion in the new courses of such novels as Snow Goose, The Human Comedy, Where Nests the Waterhen, The Good Earth, and I Never Promised You a Rose Garden suggests that the

Secondary English Revision Committee was aware of the need to provide at least one novel which would appeal to the girls of each grade. This awareness contrasts sharply with the masculine bias of earlier committees.

Finally, the novels prescribed in the current program reflect the revision committee's interest in providing the students with literature that, for the most part, comes closer to their lives and the realities of their society. First, the novels are generally more contemporary and thus contain a timeliness of direct appeal to adolescents. Secondly, the novels are selected from a wider range of writers, topics, and styles than had previously been the case. Thirdly, the presence of such titles as The Pearl, The Old Man and the Sea, Animal Farm, and Lord of the Flies, provides the students with the stimulating challenge of allegorical and fabulistic literature which was not so generally present in the previous programs. This new dimension suggests the increased attention being paid to the intellectual and thematic values of literary study in the current program.

The place of enjoyment in the study of literature.

Although references to enjoyment and understanding had been made in earlier statements of English literature courses, they usually appeared as rather indirect suggestions after

However, before making further use of the
in practice it must be first made
into a new form. This becomes possible only
the machine will be able to do so.

Finally, the most important to be noted is
that before the machine can be used for
the purpose with efficiency it is first
cleaned and then given the correct
start. The first is usually done by hand
and the second is done by the machine.

Secondly, the machine is not a
thing, but a thing which is used
to do things. It is not a thing
which is used to do things, but a
thing which is used to do things.
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more utilitarian aims. In contrast, the current revision committee has adopted an unequivocal attitude in identifying the primary purpose of literature study in general and of the novel in particular as enjoyment. Now, for the first time since the novel was introduced in 1902, pleasure has been given priority as the specific aim of literary study.

III. CONCLUSIONS REGARDING THE PROCESS OF ENGLISH LITERATURE REVISION

Approach to revision. With the single exception of the new literature course for grade VIII introduced in 1928 as a part of the new junior high school program and the revised literature course for grade IX in 1929, all the changes in the prescription of novels between 1902 and 1962 have been slight modifications of preceding courses rather than complete revisions. The effect of this modification approach has been to depart only slightly from previous custom and to perpetuate the practices and prescriptions of the past. Conversely, in those senior high school grades where the novel had been dropped from the syllabus, there seemed to be little likelihood that it would be restored in any modification of the old programs.

Although there is little concrete evidence to support this contention, one might conclude that the reason for this

tentative approach to revision lies in the paternal attitude which characterized the Department of Education prior to 1960. Most curriculum committees and advisory boards were staffed by officials of the Department; superintendents, inspectors, and principals most frequently directed and did the work of revision. For the most part, the titles of novels prescribed for study have appeared in curriculum guides with little explanation other than a statement of the aims these selections were expected to serve. This bureaucratic approach to revision resulted in rigid and conservative programs. The current revision program, however, has been radical, imaginative, and systematic both in its process and result.

"Literature by Consensus." In its report, Freedom and Discipline in English, the Commission on English attempts to identify that literature which might best be taught in the high schools and colleges of the United States. The report concedes that there are many varying attitudes regarding the selection of suitable literature. But it suggests that underlying these views there is, or could be, a general consensus as to what ought to be taught. "Such a consensus on the teaching of literature should describe what professionally qualified teachers at different levels of instruction, in different schools and regions, can agree

to take for granted about the teaching of literature."¹

The Commission on English suggests that this consensus can be found only where the teaching of English is going on and where "teachers with a strong sense of their professional identity are joined in common pursuit."²

Where such teachers gather, "through collaboration and conversation, [they] can and do invent a rich variety of ways to reach their common aims and to teach a generally agreed-upon curriculum."³ The Secondary English Revision Committee was given the task of evolving a "curriculum arrived at by consensus" that would serve a multitude of students in many different social and educational situations.

This study has shown that when a group of knowledgeable, qualified, and dedicated English teachers are entrusted with the responsibility of developing a literature program they do so with imagination, skill, and thoroughness. The current literature courses in the high schools of British Columbia are founded on a clearly defined articulation from grade to grade, a sound knowledge of literature and an experienced understanding of high school students.

The revision committee's policy of classroom experiment with novels before they are prescribed for study has

¹College Entrance Examination Board, Freedom and Discipline in English (New York: Report of the Commission on English, 1965), p.44.

²Ibid., p. 45.

³Ibid.

as far as possible about the situation in the country.
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present situation. It is not in English literature,
and some literature, "Literature and Language"
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provided some assurance that these works will to some extent be suitable. Although there is no evidence to say beyond a doubt that the novels have been effectively placed in appropriate grades, it is certain that the procedure is more conducive to correct placement than was the previous practice of arbitrary placement.

Criteria of selection. One might consider what bases were set by the Commission on English for the selection of literary works for a high school English program. The Commission's Report maintains that

the criteria...that make them part of the curriculum [are]: variety in kind, richness in content, expertness in execution. To those criteria, one must be added to take account of the difference in age and experience between teacher and student--the criterion of suitability.⁴

It was part of the problem of this study to determine not only what novels were selected for study in each grade from time to time, but also to determine what factors influenced their selection. Had not the Report of the Commission on English been published closer to the end of the Secondary English Revision Committee's work than the beginning, this writer might have concluded that the committee had taken the above statement as its principal guideline for the selection of novels in the new program.

⁴Ibid., p. 48. [Compare these criteria with those of the Secondary English Revision Committee discussed on pages 162-165 of this study.]

IV. IMPLICATIONS OF THIS STUDY

In the course of tracing the historical development of the role of the novel in the high school English program of British Columbia, this study has derived several implications of interest to those involved in English curriculum development.

Membership of revision committees. Prior to 1960, high school English revision committees were dominated by Department of Education officials, administrators, and university English Department professors working in at least two committees--one for the junior high school, the other for senior high. The results of their work were characterized by a strong academic bias which favoured traditional classics, weak correlation of programs, and rather limited revision by modification.

In contrast, the Secondary English Revision Committee consisted of experienced, perceptive, and knowledgeable classroom teachers and university professors co-operating to develop a unified literature program for all high school grades. This co-operation coupled with the gradual change of membership over the seven-year period has, in the opinion of this writer, resulted in a reduced emphasis on academic disciplines, a more clearly articulated progression of studies from grade to grade, and a more imaginative attitude to revision.

Revision procedures. The committee's decision to take a long view of its task by setting preliminary guidelines for an articulated program has resulted in a more systematic and progressive study of literature. Such a policy was made possible by the continuing nature of the committee and by the sweeping nature of its task. Articulated literature programs in high school English had been virtually absent in the series of programs which prevailed between 1902 and 1962 primarily because the task of revision was fragmented and piecemeal.

Another procedure introduced by the Secondary English Revision Committee might well be emulated by succeeding revision committees. Although it is too early to assess the effectiveness of classroom trial periods for recommended novels, the practice seems to this writer to be promising.

Need for continuous revision. Several factors seem to make a system of continuous revision of English courses imperative. Of greatest importance are the following: changing purposes of literary studies, changing views of human problems as presented in good literature, the publication of new books which could well be introduced into literature courses, and weaknesses or oversights inherent in the existing courses of study. It is hoped that now that the first round of English revisions is complete, the

revision committee will be encouraged to assess the results of its work and to modify its programs in the light of new research, experience, and changing educational circumstances.

The pace with which educational and literary knowledge is increasing and the tempo at which social conditions are changing would suggest that a permanent committee of review be established to make necessary revisions to English courses at least once every five years. To accomplish such a task effectively the committee would need to have available adequate time from other teaching duties and access to the findings of research, the most recent educational resources, and regular English classrooms with which to work.

Clearly defined criteria. Unlike any previous revision for which little or no evidence was found regarding the criteria of novel selection, the current revision committee has established, modified, and maintained clearly defined criteria. These have been primarily literary guides, but they have also revealed a sympathetic understanding of high school students and their growth.

In the view of this writer these criteria have helped the revision committee keep literary considerations foremost in their deliberations and decisions. These criteria could well serve subsequent curriculum development committees.

Suggestions for further research. The following matters related to this study, yet beyond its perview merit further research.

1. What is the degree and nature of the success of of the "new" literature program? This question needs to be seriously considered to ensure that the current revision is not only a change but also an improvement. The important aims of high school literary study are enjoyment and the development of discriminating reading interests in adult life. How can these be effectively determined?

2. Related to this question of success is the matter of effective grade placement of the novels prescribed. Have the members of the committee and their advisors, both teachers and students, placed these novels in the grades which will gain optimum literary advantage?

3. What use have teachers made of the flexibility provided by the resource course concept? In view of the fact that for ten years before the introduction of the current literature program into the senior high school there had been a clearly defined two stream program for university-bound students and general graduation students, is there a danger that the new resource course will degenerate into two equally differentiated courses?

4. By what criteria do teachers choose the novels to be taught to their different classes? Having provided a large "pool" of literary material for high school English teachers to use, the Secondary English Revision Committee gave these teachers the responsibility of exercising their best professional judgments to shape their own courses for their classes. To what extent and with what effect have English teachers accepted this responsibility?

5. What use is made of novels in paperback to supplement the pool of resources? The committee recommends that all English classrooms should develop paperback libraries for the enrichment of these new English courses. The increased output of low-priced paperback novels has provided the classroom teacher with a readily available source of supplementary material at minimum cost.

6. What attention do teachers now pay to the correlation between literature and composition? The impetus for the initial study of the novel came from a need to assess the student's ability to express himself in writing about literature. To what extent do English teachers still consider this an important phase of language arts study?

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MEMORANDUM

TO : DIRECTOR

FROM : SAC, NEW YORK (100-100000) (P)
SUBJECT: [Illegible]

RE: [Illegible]

1. [Illegible]

2. [Illegible]

3. [Illegible]

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5. [Illegible]

6. [Illegible]

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8. [Illegible]

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10. [Illegible]

11. [Illegible]

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